



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# **2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)**

**SCHOOL NAME:** RYDER ELEMENTARY SCHOOL

DBN (10/ K/114):

PRINCIPAL: DARWIN SMITH

EMAIL: [DSMITH6@SCHOOLS.NYC.GOV](mailto:DSMITH6@SCHOOLS.NYC.GOV)

SUPERINTENDENT: BEVERLY WILKINS

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP 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
Darwin Smith	*Principal or Designee	
Scott Schwartz	*UFT Chapter Leader or Designee	
James Orr	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Agatha Philip	Member/Parent	
Shelly Worrell	Member/Parent	
Sabrina Wright	Member/Parent	
Angela Cozier	Member/Teacher	
Fran Cohen	Member/Teacher	
Sue Ann Timkee	Member/Parent	
Ellen Berkowitz	Member/Teacher	

\*\* Signature of constituent only indicates participation in the development of the SCEP, not approval.

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

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

### **WHICH SCHOOLS NEED TO COMPLETE THE SCEP?**

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO SCEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

SCEP goals are generally intended to guide school-wide planning and development. SCEP 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 that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS**

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
  1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
  2. School Leader Practices and Decisions
  3. Curriculum Development and Support
  4. Teacher Practices and Decision
  5. Student Social and Emotional Developmental Health
  6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

**GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)**

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

**Major Recommendation**

Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

May 2012, Quality Review statement (p. 6) Strengthen teacher-questioning techniques in order to stimulate rich discussion, increase active student participation and offer appropriate challenge at all ability levels. (1.2)

Quality Review statement (p. 6) Ensure on-going short, frequent cycles of formative feedback result in recorded professional expectations in order to promote continuous professional reflection and support improved instructional practices. (4.1) DTSDE (Tenet 4) Teachers engage in strategic practices and decisions –making in order to address the gaps in student performance; however, all students and pertinent sub-groups are not experiencing high levels of student engagement.

**Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS**

Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

- |   |   |
|---|---|
| <input type="checkbox"/> 2.2 School leader’s vision                                   | <input type="checkbox"/> 2.4 School leader’s use of resources                     |
| <input checked="" type="checkbox"/> 2.3 Systems and structures for school development | <input type="checkbox"/> 2.5 Use of data and teacher mid-management effectiveness |

**Annual Goal #1**

Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

The following documents: teacher observations, school Quality Review 2012 (page, 6) and student progress results 2010 – 2012 revealed the urgent need to improve the pedagogical practices of all teachers. For this reason, it is our goal to improve teacher effectiveness through the development of coherent instruction, use of effective questioning and discussion techniques and the use of data.

By June, 2013 P.S. 114 will improve school percentile ranking by 20 percentile points, as measured by improvement on Student Performance outcomes and Student Progress Report.

**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,

Describe your plan for meeting your goal, including staffing, scheduling, and funding.

**Target Group Teachers**

- Use of the Danielson Framework to establish a normative instructional culture, rigorous standards, instructional benchmarks and highly engaging lessons.

- Administrators, Instructional staff from the Fordham PSO (Math and Literacy specialists) math and literacy coaches and lead instructional teachers will provide teachers with professional development that is both generally and specifically designed to ensure that all teachers operate with a common understanding of the essential components effective instruction, i.e. development of coherent instructional plans, use of effective questioning and discussion techniques and the use of data to drive instruction and guidance in areas that have been identified via observations that require improved performance.
- Formal observations and snap shot visits to classrooms will be continuous and provide all teachers accurate and timely feedback on lesson outcomes, lessons plans, unit plans and assessment results
- Professional development will guide teachers in the development of rigorous questions. Teachers will be instructed in the use of Convergent and Divergent questioning practices, teaching students how to question the question, techniques for questioning such as probing, rephrasing, wait-time and balancing their questions. The goal is to eliminate “I don’t know responses”, develop students ability to articulate a well thought out response to any question, and improve the accuracy of their understanding
- Using the CCLS’s, the instructional core team will design an engaging, rigorous, coherent curriculum that emphasizes key standards and integrating Common Core State Standard tasks across all grades and subject areas.
- Instructional Coaches will support strategic planning based on data analysis of interim assessments.
- Teachers will use baseline, midline and end line data to consistently monitor student performance, adjust unit plans, lesson plans and professional development goals and to modify instructional goals for learning.
- Teachers will use recent assessment information (ARIS, ACUITY, Unit assessments) to plan and deliver focused mini lessons, small group strategy groups and one on one conferences designed to address learning goals for their classes.
- The Administrative Team will align professional collaboration around meeting the school's goals and student learning and emotional needs.

#### **Target Group Students Pre-k through 5<sup>th</sup> Grade**

- The Administrative Team will consistently engage the school community in the use of data to set and track suitable high goals for accelerating student learning.
- Analyzing, interpreting and utilizing data from Acuity Predictive, ITAs and formative assessment to set goals and monitor student progress.
- The City Progress Report and New York State data will be used to identify strand deficiencies and establish school and grade specific goals.
- SWD’s will be given more frequent assessments to measure progress with targeted and differentiated instruction.
- Students identified as the lowest third school-wide will be provided with specialized support to address their specific needs.
- Monitoring Response to Intervention data on student progress and referrals
- Teacher teams and administrators will consistently gather, analyze, and share information on student learning outcomes to understand school and student progress over time.
- Teacher teams and administrators will monitor and evaluate student progress throughout the year, adapt plans and practices to meet school goals for accelerated learning.
- Teacher teams and administrators will develop, update, and provide a class tracking sheet for all interim assessments in Grades K-5.

- Administration will confer with teachers to set student specific learning targets in math and literacy. Administrators and teachers will identify learning targets to ensure that each student meets their specified goal on the 2013 state exams.
- Inquiry teams will use the Inquiry Process to examine interim assessment data for trends and disaggregate the data, where possible, identify deficiencies, and implement research based strategies to support student success.
- Teachers will use analysis of predictive assessments to revise and evaluate learning goals for their class.
- Administrative Team will monitor progress toward achieving this goal at quarterly intervals throughout the school year and adjust professional development planning and support accordingly.

### **Target Group Pre-K through 5<sup>th</sup> Grade Parents**

Goal: To expand the process for engaging parents in proactive and collaborative discussions that support student learning, the following parent involvement activities will be offered:

- Informational curriculum mornings, afternoon, and night designed to inform all parents about the academic skills and knowledge students need to develop consistent with the CCLS's.
- Review learning standards monthly, show parents how students will be required to demonstrate their knowledge and skills through the use of performance tasks, conduct workshops that address parenting challenges, how to use the ARIS parent link, specific ELA workshops for parents of ELL students to promote language acquisition and fluency, distribution of parent guides, DOE publications, PTA Publication – Guide to Student Success, grade level curriculum updates explaining student learning goals and the use of rubrics to provide parents with feedback on their child's academic progress.
- Our Parent Coordinator will assist in the coordination of the above parental involvement activities, as well additional family engagement evenings,
- Family Fun Nights. Parent Coordinator, principal and staff members will attend PTA meetings to share information and respond to parent questions.

#### **b) key personnel and other resources used to implement these strategies/activities,**

- Principal
- Assistant Principal
- Literacy and Math Coach
- ESL Teacher
- Academic Intervention Teachers
- Classroom and Cluster Teachers
- Related Service Providers

#### **Other resources**

- The Extended Day Program has provided targeted students with an additional 105 minutes (Tuesdays and Wednesdays) of small

- group literacy instruction in order to promote literacy skill development.
- A Response to Intervention teachers, funded through Title 1, 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.
- Title 1 will be allocated for After-School Programs to strengthen literacy skills for targeted students.
- Instructional materials will be purchased to support test preparation in all component of the NYS ELA test.
- School-wide attendance systems, as per our attendance plan, will ensure that all students meet the 92% attendance goal.

c) **identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.**

**Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.**

- The administrative staff and faculty analyzed summative and formative data in order to determine student’s strengths and areas in need of improvement. The administrative staff and teachers analyzed and monitored sub-group data to better plan interventions.
- Administrative team, coaches and teachers analyzed data to evaluate school level goals.
- Teams and individual teachers created assessments to monitor instruction and curricula effectiveness.
- Administrative team and faculty developed tools to analyze patterns in student performance to make curriculum and instructional decisions.
- The administration of literacy assessments (ECLAS, Instructionally Targeted Assessments, Predictive Tests, and Reading Comprehension Tests) throughout the year allowed all teachers to address the needs of the students.
- The results of these assessments informed daily instruction and school-wide professional development.
- The teachers collectively gather and analyze data of subgroups (grade, subjects, and special population) to identify trends, track progress, strategically adjust classroom level curricula and make instructional decisions.
- The implementation of grade level and vertical team meetings has provided all teachers with an organized and systematic way of using data to inform instruction.

d) **Timeline for implementation.**  
Starting September 2012 – June 2013

**Budget and resource alignment**

- Indicate your school’s Title I status: x  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

x  Tax Levy      x  Title IA      x  Title IIA      x  Title III       Set Aside       Grants      x  Other-describe here: \_\_ Focus monies

### **Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

### **STRATEGIES TO IMPROVE OVERALL STUDENT PERFORMANCE**

- **Targeted group:** Students in grades three through five.  
Students have been grouped into four categories: (AIS), lowest third, ELLS, SWD's, highest third, enrichment. Each of these groups will receive explicit instruction consistent with their academic level for the purpose of accelerating their academic performance.  
**Expected Outcome:** Improved performance in Math and ELA in each of the concepts/skills taught  
**How will this be measured for effectiveness:** Coaches and teachers will develop and administer weekly performance tests.  
**Tentative start and end dates:** Oct 2012 and conclude May 2013  
**The program will be in effect:** Monday through Thursday  
**Staffing:** There are approximately fifteen teachers assigned to provide this support to the designated students/groups.
- In support of our long-term technology integration goal, we have purchased SMART boards, laptops, document cameras and instructional software for pedagogical use in grades Pre-k through grade 5. Currently, 90% of all classrooms have state of the art SMART boards. The use of technology to facilitate instruction, differentiate instruction and increase access to content is expected throughout all classrooms.
- In an effort to provide maximum opportunities for grade level collaboration and professional development, the prep schedule has been designed to allow for daily common preps on each grade. Additional preps across the grades are held twice monthly. Every week, each grade has one double prep that is used for RTI meetings, professional development and inquiry work. In addition, event calendars, newsletters, and meeting calendars are maintained and published to ensure successful communication at all levels.
- A Title III grant funds our Saturday ESL program and weekday ESL AIS program. A grant from the Niarchos Foundation has been secured to enable an Arts Connection program for all Special Education classes. Yearly Reso-A funding has gone towards creating a new library, computer lab and the upgrading of classroom technology with Smart Boards, desktop computers, printers and laptops. The Title I Priority/Focus funding that we received this year is being used to provide an after school AIS program for grades 3-5, as well as additional staff members daily (9 teachers, 3 times per week, Oct - June) to push in, reduce class size and work with small groups. In addition, we are purchasing additional classroom supplies.

- This year we have hired an F-status Special Education expert to oversee compliance with the new reforms, and the smooth operation and servicing of our special needs students. We have also increased our coaching staff from one full time staff member to three full time staff/coaches and one F-status coach. We now support one staff developer for ELA grades 3-5, one for ELA grades K-2, and one for Math grades PK-5. The F-status coach/staff developer is an expert who provides staff development to teachers and the other coaches.
- The school also houses a UFT Teacher Center, providing additional support and resources for all staff. Professional development has also been engaged for Administration. Funding provides additional opportunities for offsite professional development, workshops and training. Additional programs brought in to supplement our regular programming include a Saturday Rise and Read program, a swim program for our second grade students, after school athletic program, anti-litter campaign, anti-bullying campaign, Student Council and Buddy Day.
- To improve student performance, increase grade level capacity for small group instruction and decrease teacher to student ratios, we have allocated funding that provide two – three additional teachers, per grade on the 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade. These teachers are scheduled to work every Monday, Wednesday and Friday. Each teacher is given an instructional focus that is matched/developed for their specific group of students. Administrators, coaches and teachers monitor the work of each teacher and make adjustments to instructional plans and assessments, ensuring that all lessons are explicitly designed to meet individual learning goals.
- In response to significant academic deficits, presented by an abnormally high number of students, one of our 3<sup>rd</sup> grade classes has a teacher to student ratio of 9:1. Assessment results revealed that these students were nonreaders, had limited knowledge of the alphabet and other performance results were consistent with that of kindergarten students.

## GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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

### **Major Recommendation**

Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

May 2012, Quality Review statement, (p.6) Continue the development of curriculum maps aligned with CCLS to further promote rigorous habits and higher order skills as they move students toward postsecondary readiness. (1.1) DTSDE (Tenet 4) Teachers engage in strategic practices and decisions –making in order to address the gaps in student performance; however, all students and pertinent sub-groups are not experiencing high levels of student engagement.

### **Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT**

Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

### **Annual Goal #2**

Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

- **In response to our May 2012 School Quality Review, (Page, 6) by June 2013, students in grades 3 thru 5 will demonstrate progress towards achieving state standards as measured by a 5% decrease in students scoring at Level 1 and 2 on the NYS ELA assessment.**

### **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,**

#### **Targeted Group Pre-k through 5<sup>th</sup> Grade**

- In addition to the analysis of NYS ELA assessment results, teachers will administer, grade and analyze student performance on the CCLS task. Data results will be used to develop and revise unit plans and to plan instructional strategies to support student progress in meeting literacy standards.
- The alignment of the reading and writing unit calendars with NYS English Language Arts Standards/strands will ensure a rigorous
- Implementation of a Response to Intervention-Tier 2 approach, offering targeted more intense instructional support by aligning assessment results and intervention strategies.
- Weekly grade level inquiry meetings will provide valuable information for looking at student work, aligning data with instructional strategies to meet student goals.
- The implementation of grade level pacing calendars will ensure consistency and coherence across grade levels and sub groups.

- The integration of technology, such as the use of the Internet, Smart Boards, and laptops to support classroom instruction and literacy development.
- The use of genre- based criteria charts, rubrics, and writing exemplar charts promote writing development.
- The formation of guided reading groups based on reading levels and ability promote accelerated reading development. Flexible grouping is based on student performance and data.
- The sharing of goals and unit plans with parents will promote parental involvement and extend literacy skill development in the home.
- Administrators, coaches and teachers collaboratively gather data for the purpose of setting teacher, grade and school level goals in September, November, February and April.  
professional development plans addressing the professional needs of all our teachers in alignment with our school goals and student learning and emotional needs.
- The sharing of research-based best teaching practices are promoted during monthly grade level meetings.
- Grade level common planning time will allow teachers to meet by grade levels to analyze data, align
- unit plans and instruction.

#### **Target Group Pre-K through 5<sup>th</sup> Grade Parents**

Goal: To expand the process for engaging parents in proactive and collaborative discussions that support student learning, the following parent involvement activities will be offered:

- Rise and Read program every Saturday from 9:00 – 12:00noon. Open to all students, (tentative dates) starting January 2013 and ending June 2013.
- Informational curriculum mornings, afternoon, and night designed to inform all parents about the academic skills and knowledge students need to develop consistent with the CCLS's.
- Review learning standards monthly, show parents how students will be required to demonstrate their knowledge and skills through the use of performance tasks, conduct workshops that address parenting challenges, how to use the ARIS parent link, specific Math workshops for parents of all students to promote math language, skill and concept competency, distribution of parent guides, DOE publications, PTA Publication – Guide to Student Success, grade level curriculum updates explaining student learning goals and the use of rubrics to provide parents with feedback on their child's academic progress.

#### **b) Key personnel and other resources used to implement these strategies/activities**

- Principal
- Assistant Principal
- Literacy and Math Coach
- Classroom and Cluster Teachers
- Related Service Providers
- ESL Teachers
- Academic Intervention Teachers

### **Other resources**

- The Extended Day Program has provided targeted students with an additional 105 minutes (Tuesdays and Wednesdays) of small group math instruction in order to promote math skill development.
- A Response to Intervention teachers, funded through Title 1, 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.
- Title 1 will be allocated for After-School Programs to strengthen math skills for targeted students.
- Instructional materials will be purchased to support test preparation in all component of the NYS Math test.
- School-wide attendance systems, as per our attendance plan, will ensure that all students meet the 92% attendance goal.

### **c) Identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.**

- All grades will be required to administer Baseline, Midline and End line performance results.

#### **Steps taken to involve teachers in the decision-making regarding the use of academic assessments.**

- The administrative staff and faculty analyzed summative and formative data in order to determine student's strengths and areas in need of improvement. The administrative staff and teachers analyzed and monitored sub-group data to better plan interventions.
- Administrative team, coaches and teachers analyzed data to evaluate school level goals.
- Teams and individual teachers created assessments to monitor instruction and curricula effectiveness.
- Administrative team and faculty developed tools to analyze patterns in student performance to make curriculum and instructional decisions.
- The administration of literacy assessments (ECLAS, Instructionally Targeted Assessments, Predictive Tests, and Reading Comprehension Tests) throughout the year will allow all teachers to address the needs of their students. The results of these assessments informed daily instruction and school-wide professional development.
- The teachers collectively gather and analyze data of subgroups (grade, subjects, and special population) to identify trends, track progress, strategically adjust classroom level curricula and make instructional decisions.
- The implementation of grade level and vertical team meetings has provided all teachers with an organized and systematic way of using data to inform instruction:

### **d) Timeline for implementation.**

- School years 2012 -2013

**Budget and resource alignment**

- Indicate your school's Title I status: xSchool Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

x Tax Levy      x Title IA       Title IIA       Title III       Set Aside       Grants      X Other-describe here: \_\_\_Focus monies

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- **Targeted group:** Students in grades three through five.
- Students have been grouped into four categories: (AIS), lowest third, ELLS, SWD's, highest third, enrichment. Each of these groups will receive explicit instruction consistent with their academic level for the purpose of accelerating their academic performance.
- **Expected Outcome:** Improved performance in Math and ELA in each of the concepts/skills taught
- **How will this be measured for effectiveness:** Coaches and teachers will develop and administer weekly performance tests.
- **Tentative start and end dates:** Oct 2012 and conclude May 2013
- **The program will be in effect:** Monday through Thursday
- **Staffing:** There are approximately fifteen teachers assigned to provide this support to the designated students/groups.
- **Materials:** Guided reading books, manipulatives, individual white/dry erase boards, software, Non-fiction and fiction books.
  
- In support of our long-term technology integration goal, we have purchased SMART boards, laptops, document cameras and instructional software for pedagogical use in grades Pre-k through grade 5. Currently, 90% of all classrooms have state of the art SMART boards. The use of technology to facilitate instruction, differentiate instruction and increase access to content is expected throughout all classrooms.
- In an effort to provide maximum opportunities for grade level collaboration and professional development, the prep schedule has been designed to allow for daily common preps on each grade. Additional preps across the grades are held twice monthly. Every

week, each grade has one double prep that is used for RTI meetings, professional development and inquiry work. In addition, event calendars, newsletters, and meeting calendars are maintained and published to ensure successful communication at all levels.

- A Title III grant funds our Saturday ESL program and weekday ESL AIS program. A grant from the Niarchos Foundation has been secured to enable an Arts Connection program for all Special Education classes. Yearly Reso-A funding has gone towards creating a new library, computer lab and the upgrading of classroom technology with Smart Boards, desktop computers, printers and laptops. The Title I Priority/Focus funding that we received this year is being used to provide an after school AIS program for grades 3-5, as well as additional staff members daily (9 teachers, 3 times per week) to push in, reduce class size and work with small groups. In addition, we are purchasing additional classroom supplies.
- This year we have hired an F-status Special Education expert to oversee compliance with the new reforms, and the smooth operation and servicing of our special needs students. We have also increased our coaching staff from one full time staff member to three full time staff/coaches and one F-status coach. We now support one staff developer for ELA grades 3-5, one for ELA grades K-2, and one for Math grades PK-5. The F-status coach/staff developer is an expert who provides staff development to teachers and the other coaches. Teacher Per Diem will be used to decrease teacher to student ratio on all testing grades (3<sup>rd</sup> through 5<sup>th</sup> grade) starting in October (Monday through Friday) and continuing through April 2013,. These teachers, no more the three per grade, nine in total will provide one to one support, small group instruction and assist the various classroom teachers as they monitor student progress.
- The school also houses a UFT Teacher Center, providing additional support and resources for all staff. Professional development has also been engaged for Administration. Funding provides additional opportunities for offsite professional development, workshops and training. Additional programs brought in to supplement our regular programming include a Saturday Rise and Read program, a swim program for our second grade students, after school athletic program, anti-litter campaign, anti-bullying campaign, Student Council and Buddy Day.
- To improve student performance, increase grade level capacity for small group instruction and decrease teacher to student ratios, we have allocated funding that provide two – three additional teachers, per grade on the 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade. These teachers are scheduled to work every Monday, Wednesday and Friday. Each teacher is given an instructional focus that is matched/developed for their specific group of students. Administrators, coaches and teachers monitor the work of each teacher and make adjustments to instructional plans and assessments, ensuring that all lessons all explicitly designed to meet individual learning goals.
- In response to significant academic deficits, presented by an abnormally high number of students, one of our 3<sup>rd</sup> grade classes has a teacher to student ratio of 9:1. Assessment results revealed that these students were nonreaders, had limited knowledge of the alphabet and other performance results were consistent with that of kindergarten students.



support classroom and differentiated instruction.

- Individual student conferences will allow teachers to assess individual needs and provide data for planning and intervention.
- The Extended Day Program will provide targeted students with an additional 105 minutes of small group Mathematics instruction in order to promote Mathematics skills. Two groups have been targeted for this purpose- Enrichment (high level 2s and 3s)) and intervention/AIS (level 1s and low level 2s)
- Response to Intervention Mathematics teachers supports flexible grouping and small group instruction during the Mathematics periods. Additional Intervention Programs will be purchased to support targeted Tier 2 students.
- The monitoring of active student engagement throughout the lesson and assessing students' work will raise student accountability for producing quality work.
- Conferencing with their teachers, increases the involvement of students in assessing their own learning and communicating progress towards achieving goals supports student understanding of weaknesses and goals for academic improvement.
- The introduction of lessons in real life context and the use of Math manipulatives will promote the conceptual understanding of Mathematics.
- Writing reflections in Mathematics will promote reflection and meta-cognitive thinking.
- The explanation of different strategies to solve word problems during the Share component of the Math Workshop Model will promote accountable talk and comprehension in Mathematics.
- The sharing of goals, curriculum, and assessment results with parents promotes parental involvement and Mathematics development.
- The implementation of student groups/differentiated activities during the Math period will promote each student's Math progress.

**b) key personnel and other resources used to implement these strategies/activities,**

- Principal
- Assistant Principal
- Literacy and Math Coach
- Classroom and Cluster Teachers
- Related Service Providers
- ESL Teachers
- Academic Intervention Teachers

**Other resources**

- The Extended Day Program has provided targeted students with an additional 105 minutes (Tuesdays and Wednesdays) of small group literacy and math instruction in order to promote literacy and math development.
- A Response to Intervention teachers, funded through Title 1, 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/non-fiction guided reading books.
- Title 1 and Children First Funds will be allocated for After-School Programs to strengthen math skills for targeted students.
- Students who are not meeting the standards are invited to our Tutorial After-school Program.
- Instructional materials will be purchased to support test preparation in all component of the NYS Math test.
- School-wide attendance systems, as per our attendance plan, will ensure that all students meet the 92% attendance goal.

c) **Identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.**

- All grades will be required to administer Baseline, Midline and End line performance results.

**Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.**

- The administrative staff and faculty analyzed summative and formative data in order to determine student’s strengths and areas in need of improvement. The administrative staff and teachers analyzed and monitored sub-group data to better plan interventions.
- Administrative team, coaches and teachers analyzed data to evaluate school level goals.
- Teams and individual teachers created assessments to monitor instruction and curricula effectiveness.
- Administrative team and faculty developed tools to analyze patterns in student performance to make curriculum and instructional decisions.
- The results of these assessments informed daily instruction and school-wide professional development.
- The teachers collectively gather and analyze data of subgroups (grade, subjects, and special population) to identify trends, track progress, strategically adjust classroom level curricula and make instructional decisions.
- The implementation of grade level and vertical team meetings has provided all teachers with an organized and systematic way of using data to inform instruction.

d) **Timeline for implementation**

September 2012 – June 2013

**Budget and resource alignment**

- Indicate your school’s Title I status: xSchool Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

x Tax Levy      x Title IA       Title IIA       Title III       Set Aside       Grants      x Other-describe here: \_Focus monies

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- **Targeted group:** Students in grades three through five.
- Students have been grouped into four categories: (AIS), lowest third, ELLS, SWD's, highest third, enrichment. Each of these groups will receive explicit instruction consistent with their academic level for the purpose of accelerating their academic performance.
- **Expected Outcome:** Improved performance in Math and ELA in each of the concepts/skills taught
- **How will this be measured for effectiveness:** Coaches and teachers will develop and administer weekly performance tests.
- **Tentative start and end dates:** Oct 2012 and conclude May 2013
- **The program will be in effect:** Monday through Thursday
- **Staffing:** There are approximately fifteen teachers assigned to provide this support to the designated students/groups.
- **Supplies/Materials:** Due the significant and diverse needs among our students, it is necessary that all classrooms be equipped with a grade specific bundle of supplies (classroom libraries, expository text magazines, notebooks, leveled books), to facilitate instruction at its highest level. Guided reading books, manipulatives, individual white/dry erase boards, software, non-fiction and fiction books.
- In support of our long-term technology integration goal, we have purchased SMART boards, laptops, document cameras and instructional software for pedagogical use in grades Pre-k through grade 5. Currently, 90% of all classrooms have state of the art SMART boards. The use of technology to facilitate instruction, differentiate instruction and increase access to content is expected throughout all classrooms.
- In an effort to provide maximum opportunities for grade level collaboration and professional development, the prep schedule has been designed to allow for daily common preps on each grade. Additional preps across the grades are held twice monthly. Every week, each grade has one double prep that is used for RTI meetings, professional development and inquiry work. In addition, event calendars, newsletters, and meeting calendars are maintained and published to ensure successful communication at all levels.

- A Title III grant funds our Saturday ESL program and weekday ESL AIS program. A grant from the Niarchos Foundation has been secured to enable an Arts Connection program for all Special Education classes. Yearly Reso-A funding has gone towards creating a new library, computer lab and the upgrading of classroom technology with Smart Boards, desktop computers, printers and laptops. The Title I Priority/Focus funding that we received this year is being used to provide an after school AIS program for grades 3-5, as well as additional staff members daily (9 teachers, 3 times per week) to push in, reduce class size and work with small groups. In addition, we are purchasing additional classroom supplies.
- This year we have hired an F-status Special Education expert to oversee compliance with the new reforms, and the smooth operation and servicing of our special needs students. We have also increased our coaching staff from one full time staff member to three full time staff/coaches and one F-status coach. We now support one staff developer for ELA grades 3-5, one for ELA grades K-2, and one for Math grades PK-5. The F-status coach/staff developer is an expert who provides staff development to teachers and the other coaches.
- The school also houses a UFT Teacher Center, providing additional support and resources for all staff. Professional development has also been engaged for Administration. Funding provides additional opportunities for offsite professional development, workshops and training. Additional programs brought in to supplement our regular programming include a Saturday Rise and Read program, a swim program for our second grade students, after school athletic program, anti-litter campaign, anti-bullying campaign, Student Council and Buddy Day.
- To improve student performance, increase grade level capacity for small group instruction and decrease teacher to student ratios, we have allocated funding that provide two – three additional teachers, per grade on the 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade. These teachers are scheduled to work every Monday, Wednesday and Friday. Each teacher is given an instructional focus that is matched/developed for their specific group of students. Specifically, teacher per diem will be used to decrease teacher to student ratio on all testing grades (3<sup>rd</sup> through 5<sup>th</sup> grade) starting in October (Monday through Friday) and continuing through April 2013,. These teachers, no more the three per grade, nine in total will provide one to one support, small group instruction and assist the various classroom teachers as they monitor student progress. Administrators, coaches and teachers monitor the work of each teacher and make adjustments to instructional plans and assessments, ensuring that all lessons all explicitly designed to meet individual learning goals.
- In response to significant academic deficits, presented by an abnormally high number of students, one of our 3<sup>rd</sup> grade classes has a teacher to student ratio of 9:1. Assessment results revealed that these students were nonreaders, had limited knowledge of the alphabet and other performance results were consistent with that of kindergarten students.

**GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)**

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

**Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

Quality Review (p.6) Deepen authentic feedback to students and families so that they understand how to develop areas for growth and support strengths, thereby enabling precise next steps toward attainment of individual and grade-level goals. (3.3)

**Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

**Annual Goal #4**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

*By June 1, 2013, 100% of our students in grades K-5 will participate in Anti-Bullying/Character Education Program.*

**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,**
    - Teacher Teams will design an engaging, rigorous, coherent curriculum that emphasizes Character Education and integrates Common Core State Standard tasks for grades K-5
    - Provide training to parents on practices and routines that promote pro-social skills.
    - The Character Education Program will serve as a proactive approach to promote positive character building for all students in Kindergarten through fifth grade. The Program will focus on the Six Pillars of Character (Respect, Trustworthiness, Responsibility, Caring, Fairness, and Citizenship).
    - The Data Team will consistently gather, analyze, and share information on student learning outcomes to understand school and student progress over time.

- Monthly assembly programs will celebrate grade level and student accomplishments.
- Targeted students behaviors will be tracked using teacher anecdotal, OORS and SAVE room referrals.
- RTI team will consistently engage the school community in the use of data to set and track suitable high goals for accelerating student learning.
- Using behavior anecdotal, OORS and SAVE room referrals, the Student Intervention Team will set goals to improve targeted student behavior thus improving student success.
- The Administrative Team will align professional collaboration around meeting the school's goals and student learning and emotional needs.
- In collaboration with parents and students create a school wide code of conduct that reinforces the New York City Chancellor's Regulations.
- The Student Intervention Team will monitor and evaluate progress throughout the year, adapt plans and practices to meet school goals for accelerated learning.
- RTI Team will review targeted students' action plans and revise as deemed necessary.

**b) key personnel and other resources used to implement these strategies/activities,**

- Principal
- Assistant Principals
- Literacy and Math Coach
- ESL Teacher
- Academic Intervention Teachers
- Classroom and Cluster Teachers
- Related Service Providers

**Other Resources**

- The Extended Day Program has provided targeted students with an additional 105 minutes (Tuesdays and Wednesdays) of small group literacy and math instruction in order to promote literacy and math development.
- A Response to Intervention teachers, funded through Title 1, 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/non-fiction guided reading books.
- 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 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.
- School-wide attendance systems, as per our attendance plan, will ensure that all students meet the 90% attendance goal.

- Title III Funds will be allocated to support ELL students in the development of literacy.
- c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.

**Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.**

- The administrative staff and faculty analyzed summative and formative data in order to determine student’s strengths and areas in need of improvement. The administrative staff and teachers analyzed and monitored sub-group data to better plan interventions.
- Administrative team, coaches and teachers analyzed data to evaluate school level goals.
- Teams and individual teachers created assessments to monitor instruction and curricula effectiveness.
- Administrative team and faculty developed tools to analyze patterns in student performance to make curriculum and instructional decisions.  
Individual teachers use data to set annual and interim goals.
- The administration of literacy assessments (ECLAS, Instructionally Targeted Assessments, Predictive Tests, and Reading Comprehension Tests) throughout the year allowed all teachers to address the needs of the students. The
- results of these assessments informed daily instruction and school-wide professional development.
- The teachers collectively gather and analyze data of subgroups (grade, subjects, and special population) to identify trends, track progress, strategically adjust classroom level curricula and make instructional decisions.
- The implementation of grade level and vertical team meetings has provided all teachers with an organized and systematic way of using data to inform instruction:

**d) Timeline for implementation.**

September 2012 – June 2013

**Budget and resource alignment**

- Indicate your school’s Title I status: x  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I Other X **Focus monies**
- Select the fund source(s) that your school is using to support the instructional goal.

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- Targeted group: Students in grades three through five.
- Students have been grouped into four categories: (AIS), lowest third, ELLS, SWD's, highest third, enrichment. Each of these groups will receive explicit instruction consistent with their academic level for the purpose of accelerating their academic performance.
- **Expected Outcome:** Improved performance in Math and ELA in each of the concepts/skills taught

**How will this be measured for effectiveness:** Coaches and teachers will develop and administer weekly performance tests.

**Tentative start and end dates:** Oct 2012 and conclude May 2013

**The program will be in effect:** Monday through Thursday

**Staffing:** There are approximately fifteen teachers assigned to provide this support to the designated students/groups.

**Materials:** Guided reading books, manipulatives, individual white/dry erase boards, software, Non-fiction and fiction books.

- In support of our long-term technology integration goal, we have purchased SMART boards, laptops, document cameras and instructional software for pedagogical use in grades Pre-k through grade 5. Currently, 90% of all classrooms have state of the art SMART boards. The use of technology to facilitate instruction, differentiate instruction and increase access to content is expected throughout all classrooms.
- In an effort to provide maximum opportunities for grade level collaboration and professional development, the prep schedule has been designed to allow for daily common preps on each grade. Additional preps across the grades are held twice monthly. Every week each grade has one double prep that is used for RTI meetings, professional development and inquiry work. In addition, event calendars, newsletters, and meeting calendars are maintained and published to ensure successful communication at all levels.
- A Title III grant funds our Saturday ESL program and weekday ESL AIS program. A grant from the Niarchos Foundation has been secured to enable an Arts Connection program for all Special Education classes. Yearly Reso-A funding has gone towards creating a new library, computer lab and the upgrading of classroom technology with Smart Boards, desktop computers, printers and laptops. The Title I Priority/Focus funding that we received this year is being used to provide an after school AIS program for grades 3-5, as well as additional staff members daily (9 teachers, 3 times per week) to push in, reduce class size and work with small groups. In addition, we are purchasing additional classroom supplies.

- This year we have hired an F-status Special Education expert to oversee compliance with the new reforms, and the smooth operation and servicing of our special needs students. We have also increased our coaching staff from one full time staff member to three full time staff/coaches and one F-status coach. We now support one staff developer for ELA grades 3-5, one for ELA grades K-2, and one for Math grades PK-5. The F-status coach/staff developer is an expert who provides staff development to teachers and the other coaches. Teacher per diem will be used to decrease teacher to student ratio on all testing grades (3rd through 5th grade) starting in October (Monday through Friday) and continuing through April 2013,. These teachers, no more the three per grade, nine in total will provide one to one support, small group instruction and assist the various classroom teachers as they monitor student progress.
- The school also houses a UFT Teacher Center, providing additional support and resources for all staff. Professional development has also been engaged for Administration. Funding provides additional opportunities for offsite professional development, workshops and training. Additional programs brought in to supplement our regular programming include a Saturday Rise and Read program, a swim program for our second grade students, after school athletic program, anti-litter campaign, anti-bullying campaign, Student Council and Buddy Day.
- To improve student performance, increase grade level capacity for small group instruction and decrease teacher to student ratios, we have allocated funding that provide two – three additional teachers, per grade on the 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade. These teachers are scheduled to work every Monday, Wednesday and Friday. Each teacher is given an instructional focus that is matched/developed for their specific group of students. Administrators, coaches and teachers monitor the work of each teacher and make adjustments to instructional plans and assessments, ensuring that all lessons all explicitly designed to meet individual learning goals.
- In response to significant academic deficits, presented by an abnormally high number of students, one of our 3<sup>rd</sup> grade classes has a teacher to student ratio of 9:1. Assessment results revealed that these students were nonreaders, had limited knowledge of the alphabet and other performance results were consistent with that of kindergarten students.

**GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)**

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

**Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

May 2012, Quality Review (p.6) Deepen authentic feedback to students and families so that they understand how to develop areas for growth and support strengths, thereby enabling precise next steps toward attainment of individual and grade-level goals. (3.3) DTSDE (Tenet 6) A culture of partnership with families, external community members and school staff fosters a collective responsibility for students' academic and social emotional growth and well-being.

**Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT**

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment                       6.4 Partnerships and responsibility  
 6.3 Reciprocal communication                       6.5. se of data and families

**Annual Goal #5**

Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

- In response to our 2012 School Quality Review, (page, 6), by June 2013 our goal is to increase parental involvement/engagement by 25% at our parent teacher meetings and parent workshops.

**Strategies to increase parental involvement and engagement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages XX through XX in this SCEP.
- Describe the research-based 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,

**Target Group Parents Pre-k –Grade 5 Parents**

- To increase communication between parents and the school community, we have established outreach systems, such as parent newsletters, home-school progress reports, School Leadership Team, Adult Education programs, homework sheets and the parent information center bulletin board.
- Schedule events for parents to meet with teachers, discuss student progress, and meet with school leadership team.
- Set up school based committees that allow parents to participate in the development of school programs, schedules and funding
- Periodic parent surveys to gauge the needs of the community.
- Our Parent Coordinator) to serve as a liaison between the school and families.

- Our Parent Coordinator will assist in the coordination of the above parental involvement activities, as well additional family engagement evenings,
  - Family Fun Nights. Parent Coordinator, principal and staff members will attend PTA meetings to share information and respond to parent questions.
  - The Parent Coordinator 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.
- 
- Parents will understand the following: the State’s academic content standards; the State’s student academic achievement standards; the state and local academic assessments including alternate assessments, how to monitor their child’s progress, and how to work with educators. This will be achieved through a yearly calendar, available in a variety of languages, which provides daily activities that correlate to classroom instruction and meet State standards.
  - Our school will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training (ARIS workshops, Inter-visitations with classroom teachers, and using technology (training on the use of computers to access school related information, as appropriate, to foster parental involvement by:
  - Collaborating with the PS 114 Welcome Center to offer our parents Math and Technology training.
  - Collaborating with the SBST Team and Coaches to offer workshops related to supporting children at home.

**b) staff and other resources used to implement these strategies/activities,**

- School Leadership Team meetings

**c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,**

- Teachers and administrators collaborated in the planning and development of community events.
- Teachers have regularly scheduled meeting with parents to discuss mutual concerns and next steps .

**d) timeline for implementation.**

- September 2012 –June 2013

**Budget and resource alignment**

- Indicate your school’s Title I status: x School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     
  Title IA     
  Title IIA     
  Title III     
  Set Aside     
  Grants     
  Other-describe here: \_\_Focus monies



### **Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

➤ **Targeted group:** Students in grades three through five.

**Students have been grouped into four categories:** (AIS), lowest third, ELLS, SWD's, highest third, enrichment. Each of these groups will receive explicit instruction consistent with their academic level for the purpose of accelerating their academic performance.

**Expected Outcome:** Improved performance in Math and ELA in each of the concepts/skills taught

**How will this be measured for effectiveness:** Coaches and teachers will develop and administer weekly performance tests.

**Tentative start and end dates:** Oct 2012 and conclude May 2013

**The program will be in effect:** Monday through Thursday

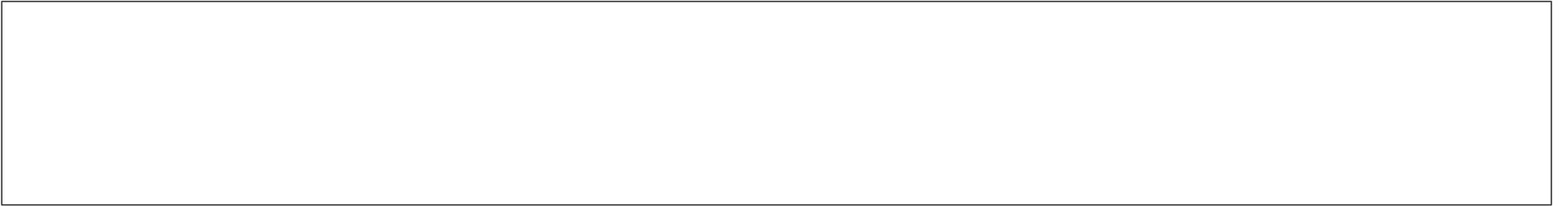
**Staffing:** There are approximately fifteen teachers assigned to provide this support to the designated students/groups.

**Materials:** Guided reading books, manipulatives, individual white/dry erase boards, software, Non-fiction and fiction books.

- In support of our long-term technology integration goal, we have purchased SMART boards, laptops, document cameras and instructional software for pedagogical use in grades Pre-k through grade 5. Currently, 90% of all classrooms have state of the art SMART boards. The use of technology to facilitate instruction, differentiate instruction and increase access to content is expected throughout all classrooms. In grades three through five, students have been grouped into four categories: (AIS), lowest third, ELLS, SWD's, highest third, enrichment. Each of these groups will receive explicit instruction consistent with their academic level for the purpose of accelerating their academic performance. This program is scheduled to begin Oct 2013 and conclude May 2013. There are approximately fifteen teachers assigned to provide this support to the designated students/groups.
- In an effort to provide maximum opportunities for grade level collaboration and professional development, the prep schedule has been designed

to allow for daily common preps on each grade. Additional preps across the grades are held twice monthly. Every week each grade has one double prep that is used for RTI meetings, professional development and inquiry work. In addition, event calendars, newsletters, and meeting calendars are maintained and published to ensure successful communication at all levels.

- A Title III grant funds our Saturday ESL program and weekday ESL AIS program. A grant from the Niarchos Foundation has been secured to enable an Arts Connection program for all Special Education classes. Yearly Reso-A funding has gone towards creating a new library, computer lab and the upgrading of classroom technology with Smart Boards, desktop computers, printers and laptops. The Title I Priority/Focus funding that we received this year is being used to provide an after school AIS program for grades 3-5, as well as additional staff members daily (9 teachers, 3 times per week) to push in, reduce class size and work with small groups. In addition, we are purchasing additional classroom supplies.
- This year we have hired an F-status Special Education expert to oversee compliance with the new reforms, and the smooth operation and servicing of our special needs students. We have also increased our coaching staff from one full time staff member to three full time staff/coaches and one F-status coach. We now support one staff developer for ELA grades 3-5, one for ELA grades K-2, and one for Math grades PK-5. The F-status coach/staff developer is an expert who provides staff development to teachers and the other coaches.
- The school also houses a UFT Teacher Center, providing additional support and resources for all staff. Professional development has also been engaged for Administration. Funding provides additional opportunities for offsite professional development, workshops and training. Additional programs brought in to supplement our regular programming include a Saturday Rise and Read program, a swim program for our second grade students, after school athletic program, anti-litter campaign, anti-bullying campaign, Student Council and Buddy Day.
- To improve student performance, increase grade level capacity for small group instruction and decrease teacher to student ratios, we have allocated funding that provide two – three additional teachers, per grade on the 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade. These teachers are scheduled to work every Monday, Wednesday and Friday. Each teacher is given an instructional focus that is matched/developed for their specific group of students. Administrators, coaches and teachers monitor the work of each teacher and make adjustments to instructional plans and assessments, ensuring that all lessons all explicitly designed to meet individual learning goals.
- In response to significant academic deficits, presented by an abnormally high number of students, one of our 3<sup>rd</sup> grade classes has a teacher to student ratio of 9:1. Assessment results revealed that these students were nonreaders, had limited knowledge of the alphabet and other performance results were consistent with that of kindergarten students.



**ACADEMIC INTERVENTION SERVICES (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
<p>ELA</p> <p>Small group</p>	<p><b><u>Academic Intervention</u></b></p> <p>Third – fifth grade students will receive additional support services (Literacy and mathematics) in small groups multiple times a week. Teachers received training in the use of specialized programs to meet students’ individualized needs.</p> <p><b><u>ELA Enrichment Program</u></b></p> <p>Levels 3 and 4 students in grades 3 - 5 are targeted to receive math, reading and writing instruction at an accelerated rate, as measured teacher conferencing, assessments and NYS Math and ELA standardized test</p>	<p>One on one and small group</p> <p>In small groups, from their respective classroom teachers using a rigorous curriculum including high order thinking strategies and questioning techniques.</p>	<p>During school, after School and on Saturdays</p> <p>Monday thru Thursday and Saturdays</p>

	<p><b><u>Guided Reading</u></b></p> <p>Students in grades 3-5 receive supplemental reading instruction, in small groups, from Response to Intervention teachers. Attention is given to individual needs based on data.</p> <p>Children are identified for grouping through standardized test results, informal assessments, Instructionally Targeted Assessments, item analysis, reading running records, predictive tests, and Developmental Reading Assessments.</p>	Small group	Monday – Friday
<p>Mathematics</p> <p>Small group</p>	<p>At Risk Students in Grades 2 – 5 receives mathematics support from the classroom teacher and push-in teacher based on unit tests data.</p> <p><b><u>Enrichment</u></b></p> <p>Students in grades 3-5 receive Math instruction, in small groups, from their respective classroom teachers using a rigorous curriculum including high order thinking strategies and questioning techniques.</p>	Small group	Monday - Friday

	Students on levels 3 and 4 as measured on the NYS Math standardized test are targeted for this purpose.		Monday - Friday
Science	<p>Science instruction is integrated with literacy instruction by using a variety of non-fiction texts.</p> <p>Students received additional hands on instruction focusing on the scientific method and exploration using science stations designed towards meeting the state requirements for proficiency in science.</p> <p>Particular attention will be given to students in grades 3 and 4 as they prepare for the performance part of the state science exam. Content area vocabulary.</p>		Monday thru Wednesday
Social Studies	<p>Social Studies instruction is integrated with literacy instruction using a variety of non-fiction texts.</p> <p>Teachers used a variety of instructional materials targeted towards meeting the state requirements for</p>		<p>Monday thru Wednesday</p> <p>Monday thru Wednesday</p>

	<p>proficiency in this content area. Content area vocabulary.</p> <p>Particular attention is given to grade 4 and grade 5 students.</p>		
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>All students are eligible for counseling services based upon needs, both long term and crisis intervention.</p> <p>Teachers, parents, Pupil Personnel Committee, and supervisors make recommendations for counseling services and outside agency referrals.</p> <p>All attempts to facilitate the success of all students are made. Early intervention is crucial to further student achievement both academically and socially. At weekly grade meetings, and bi-monthly RTI meetings, students requiring intervention are discussed and suggestions are made for remediation.</p>		<p>Monday - Friday</p>
	<p>If students require additional services, a teacher completes the appropriate documentation</p>	<p>Small group and/or one to one</p>	<p>Monday - Friday</p>

	for the Committee. Then additional interventions and services are planned as needed.		
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### **HIGHLY QUALIFIED TEACHERS (HQT)**

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

#### **Strategies and activities that ensure all staff are highly qualified and receive High Quality professional development**

- All new teachers hired will be certified
- Attendance at hiring fairs to obtain highly qualified teachers from other schools
- All entitled teachers will receive mentoring services
- Individual teachers' strengths and weaknesses will be identified (by goal setting and monitoring conferences, formal and informal observations, and Learning Walks)
- Those in need will receive professional development on an individualized or cohort basis
- Those demonstrating strong pedagogy will be asked to become a Lab site for the grade, encouraged to participate in collegial professional development opportunities
- The literacy and mathematics coaches will provide a well-structured, intensified professional development program to ensure proper implementation of the core curricula
- All teachers will be given differentiated professional development
- Principal and Assistant principal will continually monitor, assess, and modify the instructional and professional development program through:
  - 1.) Informal and Formal Observations
  - 2.) Learning Walks
  - 3.) Professional Development Feedback Forms
  - 4.) Needs Assessment
  - 5.) Grade Meetings
  - 6.) Goal Setting Conferences, Mid-Year Reviews and End Year Reflection Meetings with Staff
- High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff)
- All pedagogues, both new and experienced, will receive professional development as needed on an ongoing basis.
- Mentors will continue to support new teachers to provide support in instruction and classroom management
- Newly hired teachers will receive attention from the Instructional Support/Behavior Management Coordinator on an individualized and small group (based on needs) basis.
- Coaches will provide intensive training in the implementation of the CCLS, unit planning, lesson planning, etc.
- Coaches will create Lab sites for teachers to view model lessons in literacy, mathematics, and content areas.

#### **Strategies to attract high-quality highly qualified teachers**

- The administration will attend and participate in job fairs
- All applicants will be interviewed to ascertain professional goals, competence, capability, and philosophy of educational and principles
- All new teachers will join their respective grade cohorts for planning sessions
- All new teachers will receive on ongoing administrative support including demonstration lessons from math and literacy coaches.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

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

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

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**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 1<sup>st</sup> 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 1<sup>st</sup> 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.

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: P.S. 114 - Ryder Elementary	DBN: 18K114
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 52
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 3
# of certified ESL/Bilingual teachers: 1
# of content area teachers: 2

## 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: 18K114 will implement a Saturday Program for ELLs. We will contract the Arts Learning Leads to Literacy (ALLL) sampler program offered by the Learning through an Expanded Arts Program (LeAp). LeAp is a nonprofit organization committed to improving the quality of public education through a hands-on, arts-based approach to teaching the academic curriculum. Unlike traditional literacy programs, LeAp's ALLL program employs hands-on projects tailored to the learning styles of at-risk, disadvantaged populations.

The ALLL Program helps students in grades 3-5 by improving their vocabulary, fluency, reading comprehension, and writing skills through hands-on visual arts, music, and theater activities. For example, students create hardbound books with original stories and printed illustrations in the style of Durer, Picasso, and Hokusai. Other students may compare and contrast the melodies and rhythms of Latin American music and then create original songs to accompany traditional beats. LeAp works with school educators to create an arts-based program that meshes with the school's curriculum map. An ongoing quantitative analysis of this program, by independent evaluators from NYU, showed that students receiving the ALLL program scored significantly higher on ELA exams than students who do not receive the program.

We feel that a literacy-based program is best for our ELLs because data from the 2011-2012 NYSESLAT as well as teacher observations show that many students are reaching proficiency on the Listening/Speaking portions of the NYSESLAT yet have stayed at the beginner level for reading and writing. The ALLL Program will allow students to use their listening, speaking, and visual learning skills to access reading and writing skills. Data also shows that P.S. 114 has not met AMAO 2 (reaching proficiency) for three years in a row. We believe that a more hands-on, creative approach to curriculum enrichment will help students who are close to reaching proficiency yet have not been able to in past years achieve new levels of literacy in English and push them towards proficiency.

The Saturday Program will begin in December 2012 and run until the end of March 2013, Saturdays from 8:00am to 10:00am. Students will be split into two groups, depending on proficiency levels in reading/writing as determined on the 2011-2012 NYSESLAT. Newcomers will be grouped according to 2012-2013 LAB-R proficiency scores. The program will be run by Teaching Artists from the LeAp Program (one Teaching Artist per group) and a certified ESL Teacher from P.S. 114, Rachael Wasilewski. The Saturday Program will be conducted in English. All workshop materials are provided by LeAp.

## Part C: Professional Development

### Part C: Professional Development

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

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

Begin description here:

Professional Development to our general education staff will be administered by our ESL certified teachers, Rachael Wasilewski and Marie Celestin, and our network support team. These professional development workshops will be held throughout the school year, during professional development days, grade level meeting and professional periods, and during Lunch & Learn sessions, each session lasting from 1-2 hours. Topics will include Reading and Writing Strategies for ELLS, SIOP Overview, Overview of the NYSESLAT; Academic Vocabulary-Building Strategies and ELLs and the Common Core. Teachers with significant ELL classroom populations will receive the training but other teachers can request access to training sessions on ELL strategies as well.

Professional Development activities will center around reading and writing literacy strategies and how to bridge speaking/listening and reading/writing skills. The focus will be on reading and writing literacy because as per data from the ATS reports RLAT, RNMR and RLAB, over half of the ELL population at P.S. 114 are beginner-level readers and writers, even though over half of them are proficient listeners and speakers. Professional Development will focus on how teachers can bridge that gap.

### 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 encouraged to take Adult ESL classes at P.S. 114. Adult ESL classes are offered during two sessions on Tuesdays, Wednesdays and Thursdays; the first session runs from 9:00am to 12:00pm and the second runs from 6:00pm to 9:00pm. Adult ESL classes were formed at P.S. 114 based on student home language data, community demographics and parent requests for Adult ESL classes. Adult ESL classes are provided by two certified Adult ESL teachers, one for each session. The Adult ESL Program runs for the entire school year.

Parents are also encouraged to attend monthly ESL workshops at P.S. 114, on topics that pertain to the learning needs of their children. Topics include reading and writing with children, test strategies, the importance of L1 literacy, bullying, free NYC programs for children and families, summer learning activities and other various student learning and family-centered topics. Parents are informed of these

**Part D: Parental Engagement Activities**

workshops through backpacked letters and flyers, phone calls, posters outside of the school, and postings on the school website, ps114.org. Parent workshops are facilitated by the certified ESL teachers on staff, Rachael Wasilewski and Marie Celestin, and the parent coordinator, Carolann Santana.

**Part E: Budget**

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

Allocation Amount: \$

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

**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**

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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

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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.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

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

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# of content area teachers: 2

## 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

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The ALLL Program helps students in grades 3-5 by improving their vocabulary, fluency, reading comprehension, and writing skills through hands-on visual arts, music, and theater activities. For example, students create hardbound books with original stories and printed illustrations in the style of Durer, Picasso, and Hokusai. Other students may compare and contrast the melodies and rhythms of Latin American music and then create original songs to accompany traditional beats. LeAp works with school educators to create an arts-based program that meshes with the school's curriculum map. An ongoing quantitative analysis of this program, by independent evaluators from NYU, showed that students receiving the ALLL program scored significantly higher on ELA exams than students who do not receive the program.

We feel that a literacy-based program is best for our ELLs because data from the 2011-2012 NYSESLAT as well as teacher observations show that many students are reaching proficiency on the Listening/Speaking portions of the NYSESLAT yet have stayed at the beginner level for reading and writing. The ALLL Program will allow students to use their listening, speaking, and visual learning skills to access reading and writing skills. Data also shows that P.S. 114 has not met AMAO 2 (reaching proficiency) for three years in a row. We believe that a more hands-on, creative approach to curriculum enrichment will help students who are close to reaching proficiency yet have not been able to in past years achieve new levels of literacy in English and push them towards proficiency.

The Saturday Program will begin in December 2012 and run until the end of March 2013, Saturdays from 8:00am to 10:00am. Students will be split into two groups, depending on proficiency levels in reading/writing as determined on the 2011-2012 NYSESLAT. Newcomers will be grouped according to 2012-2013 LAB-R proficiency scores. The program will be run by Teaching Artists from the LeAp Program (one Teaching Artist per group) and a certified ESL Teacher from P.S. 114, Rachael Wasilewski. The Saturday Program will be conducted in English. All workshop materials are provided by LeAp.

## Part C: Professional Development

### Part C: Professional Development

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

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

Begin description here:

Professional Development to our general education staff will be administered by our ESL certified teachers, Rachael Wasilewski and Marie Celestin, and our network support team. These professional development workshops will be held throughout the school year, during professional development days, grade level meeting and professional periods, and during Lunch & Learn sessions, each session lasting from 1-2 hours. Topics will include Reading and Writing Strategies for ELLS, SIOP Overview, Overview of the NYSESLAT; Academic Vocabulary-Building Strategies and ELLs and the Common Core. Teachers with significant ELL classroom populations will receive the training but other teachers can request access to training sessions on ELL strategies as well.

Professional Development activities will center around reading and writing literacy strategies and how to bridge speaking/listening and reading/writing skills. The focus will be on reading and writing literacy because as per data from the ATS reports RLAT, RNMR and RLAB, over half of the ELL population at P.S. 114 are beginner-level readers and writers, even though over half of them are proficient listeners and speakers. Professional Development will focus on how teachers can bridge that gap.

### 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 encouraged to take Adult ESL classes at P.S. 114. Adult ESL classes are offered during two sessions on Tuesdays, Wednesdays and Thursdays; the first session runs from 9:00am to 12:00pm and the second runs from 6:00pm to 9:00pm. Adult ESL classes were formed at P.S. 114 based on student home language data, community demographics and parent requests for Adult ESL classes. Adult ESL classes are provided by two certified Adult ESL teachers, one for each session. The Adult ESL Program runs for the entire school year.

Parents are also encouraged to attend monthly ESL workshops at P.S. 114, on topics that pertain to the learning needs of their children. Topics include reading and writing with children, test strategies, the importance of L1 literacy, bullying, free NYC programs for children and families, summer learning activities and other various student learning and family-centered topics. Parents are informed of these

**Part D: Parental Engagement Activities**

workshops through backpacked letters and flyers, phone calls, posters outside of the school, and postings on the school website, ps114.org. Parent workshops are facilitated by the certified ESL teachers on staff, Rachael Wasilewski and Marie Celestin, and the parent coordinator, Carolann Santana.

**Part E: Budget**

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

Allocation Amount: \$

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