



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: RYDER ELEMENTARY SCHOOL
DBN (i.e. 01M001): 18K114
Principal: DARWIN SMITH
Principal Email: DSMITH6@SCHOOLS.NYC.GOV
Superintendent: BEVERLY A. WILKINS
Network Leader: MARGARET STRUK

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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Darwin Smith	*Principal or Designee	
Scott Schwartz	*UFT Chapter Leader or Designee	
Joseph St. John	*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	
Carolyn Mevorah	Member/ Elected UFT	
Roni Schoenfeld	Member/ Elected UFT	
Maria Shalbinski	Member/ Elected UFT	
Jeannette Morales	Member/ Elected Parent	
SueAnn Timkee	Member/ Elected Parent	
Shelley Worrell	Member/ Elected Parent	
Omar Daly Bennett	Member/ Elected Parent	
	Member/	

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 which must be maintained on file at the school with the original SLT signature page.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- 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. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- 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 Statements 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, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other

sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 13 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
x	School Leadership Team Signature Page
x	The SCEP Overview
x	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	1. A major recommendation with HEDI rating
	2. Statement Of Practice (SOP) selected aligned to the goal
	3. A goal aligned to the major recommendation
	4. Instructional Strategies section, A-E for each strategy or activity that supports the goal
	5. Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
x	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

School Information Sheet for 18K114

School Configuration (2013-14)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	626	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	45
Types and Number of Special Classes (2013-14)					
# Visual Arts	7	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	68.8%	% Attendance Rate			92.2%
% Free Lunch	100.0%	% Reduced Lunch			0.0%
% Limited English Proficient	11.7%	% Students with Disabilities			15.0%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	N/A	% Black or African American			85.9%
% Hispanic or Latino	9.3%	% Asian or Native Hawaiian/Pacific Islander			1.0%
% White	3.7%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	1.47	# of Assistant Principals			1
# of Deans	N/A	# of Counselors/Social Workers			3
% of Teachers with No Valid Teaching Certificate	4.4%	% Teaching Out of Certification			12.4%
% Teaching with Fewer Than 3 Years of Experience	19.6%	Average Teacher Absences			7.8
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	17.7%	Mathematics Performance at levels 3 & 4			8.3%
Science Performance at levels 3 & 4 (4th Grade)	74.8%	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	No	Limited English Proficient	No
Economically Disadvantaged	No		
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	No
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	No	Limited English Proficient	No
Economically Disadvantaged	No		
Met Adequate Yearly Progress (AYP) in Science (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	Yes
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	Yes		

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP				
Describe the strengths of your school's 12-13 SCEP.				
Specifically identified and targeted performance gaps and developed immediate action plans to close performance gap.				
Describe the areas for improvement in your school's 12-13 SCEP.				
The pedagogical skills of teachers to engage all students in sustained and comprehensive complex lessons.				
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.				
Student absences, tardiness and transiency at times created delays in instructional action plans.				
Describe the degree to which your school's 12-13 SCEP was successfully implemented.				
The evolving school structures/systems allowed for full implementation of our 2012-2013 SCEP. Staff and larger school community worked cohesively in the analysis of all data and immediate development of school-wide action plans.				
Were all the goals within your school's 12-13 SCEP accomplished?	X	Yes		No
If all the goals were not accomplished, provide an explanation.				
Did the identified activities receive the funding necessary to achieve the corresponding goals?	X	Yes		No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP				
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.				
While we have taken concrete steps to address student absences, tardiness and transiency, we anticipate that these issues will persist.				
List the 13-14 student academic achievement targets for the identified sub-groups.				
Lowest 3 rd of students, Students with Disabilities and English Language Learners				
Describe how the school leader(s) will communicate with school staff and the community.				
All communication with staff and community will flow through multiple methods: Vertical and horizontal planning sessions, Grade leader teams, School wide teams, School Leadership Team, Bi-monthly teacher and parent curriculum meetings, Monthly newsletters and School website				
Describe your theory of action at the core of your school's SCEP.				
<p>In the school year 2012-13, our staff acknowledged that there is an urgency to improve our student achievement and it requires the collaboration of the entire staff. This school year, 2013-14, we are ready to focus on reading and writing complex texts across the curriculum areas and strengthen our students' skills in problem solving and writing explanation</p> <ol style="list-style-type: none"> 1.) Monthly school wide professional development plans, designed to surface pedagogical deficits and improve teacher performance will result in teachers working in high performance collaborative teams. 2.) By developing and implementing weekly, monthly and quarterly benchmark goals, our struggling students, average and above average students will excel academically. 				
Describe the strategy for executing your theory of action in your school's SCEP.				
<ol style="list-style-type: none"> 1.) After analyzing teacher observations and teacher conferencing notes, teachers will be grouped according to the Danielson Framework. These groupings will serve to guide teacher professional development plans and the development of teacher teams. 2.) Teachers and coaches will develop and analyze baseline scores, develop weekly, monthly and year ending goals. Teachers, coaches and administrators will develop and implement target dates and instructional range for individual and groups of students 				
List the key elements and other unique characteristics of your school's SCEP.				
<ol style="list-style-type: none"> 1.) Data driven 2.) Student centered 3.) Comprehensive to the needs of the students and the community 4.) Fiscally responsive 				
Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.				
1.) Teacher teams developed and trained to evaluate student performance and develop instructional material responsive				

to each student's level of performance.

- 2.) Administrative team routinely conducting teacher evaluations to improve teacher performance, resulting in individualized teacher professional development plans, horizontal and vertical teams designed to establish coherent instructional practices, curriculum alignment and consistent implementation of school-wide initiatives.

Goal and Action Plan #1 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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

January 2013, 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 2, page # 4, rating E**) 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.

Review Type: QR	Year: 2013	Page Number: 4	HEDI Rating: E
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Tenet 2: School Leadership Practices and Decisions

Indicate using an “X” the Standard(s) 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.

X	2.2 School leader’s vision	
	2.4 School leader’s use of resources	X
		2.3 Systems and structures for school development
		2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) 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, 2014 P.S. 114 we will improve school percentile ranking by 5 percentage points, as measured by improvement on Student Progress Report.

Instructional Strategies/Activities

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

▪ Strategies/activities that encompass the needs of identified subgroups

1. Target Group Teachers
2. Use of the Danielson Framework to establish a normative instructional culture, rigorous standards, instructional benchmarks and highly engaging lessons.
3. 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.
4. 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
5. 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
6. 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.
7. Instructional Coaches will support strategic planning based on data analysis of interim assessments.
8. 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.
9. Teachers will use recent assessment information (Engage,NY, School Net STARS, ARIS, 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.
10. The Administrative Team will align professional collaboration around meeting the school’s goals and student learning and emotional needs.

11. Administrators participate in monthly Job-Embedded Support visits with the Network Talent Coach for implementation of Advance and MOTP (measure of teaching practices) to strengthen school leaders' capacity to effectively evaluate and support teacher development
12. Consultants and weekly Professional Learning Communities (PLC) professional development for teacher teams to further their understanding and best practices using the 2013 Danielson framework as a rubric to measure their pedagogical growth and development. Also to effectively develop quality questions/prompts, student discussion techniques and student participation along with facilitating lessons that contain activities/assignments which promote thinking, grouping students to promote active participation, use materials/resources that engage students in deep thinking and develop a well- defined structure/pacing with time for reflection and closure. Provide on-going professional development opportunities to facilitate and support further understanding of the practice and the implications on student learning of the selected competencies (including other competencies that support 3b and 3c)

▪ **Key personnel and other resources used to implement each strategy/activity**

1. Network Advance Talent Coach –
2. Network Leader –
3. School Leaders –
4. Network point person –
5. RSE- TASC special education school improvement specialist (SESIS) -
6. Math coach –
7. Literacy Coach –

▪ **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

6. Teacher evaluation HEDI ratings will be monitored by the Advance MOTP on-line system
7. Bi-monthly meetings with the Advance talent coach to ensure proper monitoring and diagnose of the measurements of teacher practices to track school-wide trends
8. Use data trends to further support teacher development and selected professional development opportunities

▪ **Timeline for implementation and completion including start and end dates**

Timeline of activities	Sept. – Dec	January	February – April	May - June
Advance: MOTP	Advance forum workshops commence. PLC (professional learning communities) for teachers commence with a focus on the Danielson framework, monitoring student progress and analyzing student learning.	Analyze student outcomes/progress to be used as data for the Mid-year conversations with the teachers. Articulate discussions around the artifacts the teachers provide. Reflect/review teachers' annual pedagogical SMART goal(s).	Final collection and review of teacher artifacts. Tracking student progress and the continuance of on-going teacher professional development and network support.	Final MOTP entries for each teacher. End-of-year teacher conversations and reflection.
Classroom Visits with actionable feedback	School leaders will complete 2 out of the 3 informal observation rotations for all teachers. Teachers will receive immediate and relevant feedback. School leaders will upload ratings in the Advance system. School leaders will follow up with interim class visits as support of the feedback recommendations. Consultants will work with teachers/teacher teams.	School leaders will complete the third informal observation rotation for all teachers. Teachers will receive immediate and relevant feedback. School leaders will upload ratings in the Advance system. School leaders will follow up with interim class visits as support of the feedback recommendations. Consultants will work with teachers/teacher teams.	School leaders will continue with informal/formal observations for their immediate grade teams. Teachers will receive immediate and relevant feedback. School leaders will upload ratings in the Advance system. School leaders will follow up with interim class visits as support of the feedback recommendations. Consultants will work with teachers/teacher teams.	School leaders will complete their rounds of observations. Teachers will receive immediate and relevant feedback. School leaders will upload ratings in the Advance system. School leaders will follow up with interim class visits as support of the feedback recommendations.
SBST	Assess the school needs for	Implement the plan with	Monitor progress of the school	Continue to monitor progress

	special education instruction and develop goals and objectives for system and student outcomes.	professional development to improve the school outcomes for students with disabilities.	plan.	of the school goal and design the next steps for the next school year.
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1.

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

1. Funds will support Professional Development focused on Advance / MOTP system. All teachers will have opportunities to receive professional development after school and at times during the school hours.

Budget and Resource Alignment

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

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

X Focus funds

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

x	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #2 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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

January 2013, 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 3, page # 4 rating D**) 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.

Review Type:	QR	Year:	2013	Page Number:	4	HEDI Rating:	D
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Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) 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.

X	3.2 Enact curriculum		3.3 Units and lesson plans
X	3.4 Teacher collaboration	X	3.5 Use of data and action planning

Annual Goal #2

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

In response to our January 2013 School Quality Review, (Page, 6) by June 2014, 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 school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

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

1. 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.
2. Alignment of reading and writing unit calendars with NYS English Language Arts Standards/strands.
3. Implementation of Response to Intervention-Tier 2 approach, offering targeted, intense instructional support, aligning assessment results and intervention strategies.
4. Monthly grade level inquiry meetings will provide valuable information for looking at student work, aligning data with instructional strategies to meet student goals.

5. The implementation of grade level pacing calendars will ensure consistency and coherence across grade levels and sub groups.
6. The integration of technology, such as the use of the Internet, Smart Boards, and laptops to support classroom instruction and literacy development.
7. The use of Informational text based criteria charts, rubrics, and writing exemplar charts to promote writing development.
8. 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.
9. The sharing of goals and unit plans with parents will promote parental involvement and extend literacy skill development in the home.
10. Administrators, coaches and teachers collaboratively gather data for the purpose of setting teacher, grade and school level goals in September, November, February and April.
11. Professional development plans addressing the professional needs of all our teachers in alignment with our school goals and student learning and emotional needs.
12. The sharing of research-based best teaching practices will be emphasized during monthly grade level meetings.
13. Grade level common planning time will allow teachers to meet by grade levels to analyze data, align unit plans and instruction

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

1. Principal
2. Assistant Principal
3. Literacy and Math Coach
4. Classroom and Cluster Teachers
5. Related Service Providers
6. ESL Teachers

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

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

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

1. School years 2013 -2014

2. Daily lesson plans will be generated from the curriculum map creating consistency across the grades and teachers
3. Related services teachers will have access to the units of study to assist with their lesson plans
4. School leaders and teachers will be able to articulate a resource needs assessment based on the map
5. School leaders and teachers will be able to specifically adjust the curriculum based on assessing the students' needs being or not being met

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

Timeline	September - December	January	February – April	May-June
Collection of new resources for ELA and Math	Unpack/ review new curriculum resources and previous resources used prior school year. Update last school year's curriculum template. Begin the mapping process with teacher teams	Continue the curriculum mapping sessions with school leaders' review and input	Continue the mapping process. Assess the impact of the map on the student learning/progress	Teacher teams will begin to reflect and plan maps for the upcoming school year
PLC / teacher team meetings	Key personnel will assist with the planning process. Teachers will begin to conduct inter-class visitations to learn	Key personnel will provide support and training for teachers to use as a scaffold for the planning. Inter-class	Key personal will provide support and training to teachers so they can further develop monitoring systems	Key personnel will reflect with the teachers regarding the impact of the curriculum for student achievement.

		and share ideas/strategies to meet student needs.	visitations will continue among the teachers.	to analyze the impact of the curriculum map on student learning	
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2.

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

1. 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.
2. A Title III grant funds our Saturday ESL program and weekday ESL AIS program. Yearly Reso-A funding has gone towards upgrading of classroom technology with Smart Boards, desktop computers, printers and laptops. The Title I 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.
3. 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 2014,. 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.
4. 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.
5. 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 3rd, 4th and 5th 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.
6. In response to significant academic deficits, presented by an abnormally high number of students, one of our 3rd 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.

Budget and Resource Alignment

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

x	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT	x	PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

January 2013, 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, page # 5, rating D**) Teachers engage in strategic practices and decisions in order to address the gaps in student performance; however, all students and pertinent sub-groups are not experiencing high levels of student engagement.

Review Type:	QR	Year:	2013	Page Number:	5	HEDI Rating:	D
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Tenet 4: Teacher Practices and Decisions

Indicate using an “X” the Standard(s) 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.

x	4.2 Instructional practices and strategies	x	4.3 Comprehensive plans for teaching
	4.4 Classroom environment and culture		4.5 Use of data, instructional practices and student learning

Annual Goal #3

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

In response to our 2013 School Quality Review, (Page, 6) by June 2014, our goal is for 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 Math assessment.

Instructional Strategies/Activities

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

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

- In addition to the analysis of NYS Math assessment results, teachers will administer, grade and analyze student performance on the CCLS tasks. Data results will be used to develop and revise unit plans and to plan instructional strategies to support student progress in meeting literacy standards.
- Ninety minutes will be devoted every day for the content area of Mathematics.
- Go Math program will be aligned to match city-wide standard-based pacing calendar, which will be used for planning and teaching.
- Weekly grade level meetings will provide teachers the opportunity to discuss assessment results, modify instruction and develop instructional goals.
- The Extended Day Program will provide targeted students with an additional 105 minutes of small group Mathematics instruction in
- The monitoring of active student engagement throughout the lesson and assessing students’ work will raise student accountability for producing quality work.

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

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

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

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

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

- Daily lesson plans will be generated from the curriculum map creating consistency across the grades and teachers
- Related services teachers will have access to the units of study to assist with their lesson plans
- School leaders and teachers will be able to articulate a resource needs assessment based on the map
- School leaders and teachers will be able to specifically adjust the curriculum based on assessing the students’ needs being or not being met

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

Timeline	September - December	January	February – April	May-June
Collection of new resources for ELA and Math	Unpack/ review new curriculum resources and previous resources used prior school year. Update last school year’s curriculum template. Begin the mapping process with teacher teams	Continue the curriculum mapping sessions with school leaders’ review and input	Continue the mapping process. Assess the impact of the map on the student learning/progress	Teacher teams will begin to reflect and plan maps for the upcoming school year
PLC / teacher team meetings	Key personnel will assist with the planning process. Teachers will begin to conduct inter-class visitations to learn and share ideas/strategies to meet student needs.	Key personnel will provide support and training for teachers to use as a scaffold for the planning. Inter-class visitations will continue among the teachers.	Key personal will provide support and training to teachers so they can further develop monitoring systems to analyze the impact of the curriculum map on student learning	Key personnel will reflect with the teachers regarding the impact of the curriculum for student achievement.

1.

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

- 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.
- Yearly Reso-A funding has gone toward 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.
- coaching staff 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 Do Math program.
- 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 3rd, 4th and 5th 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 (3rd through 5th grade) starting in October (Monday through Friday) and continuing through April 2014. 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.

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.										
	PF Set Aside	x	Tax Levy		Title IA		Title IIA		Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.										
Indicate using an “X” the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.										
x	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core			
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	x	PF Parent Engagement			
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders			

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

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 5, page # 12, rating E**)

Review Type: QR	Year: 2013	Page Number: 12	HEDI Rating: E
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Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) 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	x	5.3 Vision for social and emotional developmental health
5.4 Safety	x	5.5 Use of data and student needs

Annual Goal #4

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

By June 1, 2014, 100% of our students in grades K-5 will participate in Anti-Bullying/Character Education Program.

Instructional Strategies/Activities

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

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

1. Administrators, Guidance counselor, Dean and Teacher Teams will design an engaging, rigorous, coherent curriculum that emphasizes Character Education
2. Monthly assemblies will be held and designed to celebrate student success and opportunities to model anti-bullying practices.
3. Provide training to parents on practices and routines that promote pro-social skills.
4. 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).
5. Targeted students behaviors will be tracked using teacher anecdotal, OORS and SAVE room referrals.
6. Using behavior anecdotal, OORS and SAVE room referrals, the Student Intervention Team will set goals to improve targeted student behavior thus improving student success.
7. The Administrative Team will align professional collaboration around meeting the school's goals and student's emotional needs.
8. In collaboration with parents and students create a school wide code of conduct that reinforces the New York City Chancellor's Regulations.

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

1. Principal
2. Assistant Principal
3. Academic Intervention Teachers
4. Classroom and Cluster Teachers

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

1. SLT will meet monthly to discuss the progress, effectiveness and impact of the strategies and activities.
2. Dean and Guidance Counselor will review anecdotal and Suspension Reports in an effort to monitor the intervention strategies as listed in discipline code
3. Dean will turnkey PD to faculty during teacher Team meetings.
4. Student government will meet monthly with Dean and school leaders to discuss the progress, effectiveness and impact of the strategies and activities.
5. Monthly recognition assemblies
6. Behavior color code system
7. Bucket List system

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

September – December	January – May	June
<ul style="list-style-type: none">• Create PBIS teams and Development of PBIS framework• Implementation of PBIS	<ul style="list-style-type: none">• SLT monthly meeting• Student government monthly meetings• Dean attends a professional development	<ul style="list-style-type: none">• SLT will plan for upcoming school year• PBIS team evaluate the framework and plan for the upcoming school year

<ul style="list-style-type: none"> Form student government with monthly meetings Dean attends network sponsored professional development Development of academic and personal behavior program 	<ul style="list-style-type: none"> workshop Review PBIS impact on school environment 	
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1.

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

1. Schedule school wide assemblies

Budget and Resource Alignment

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A.

x	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	x	PF Parent Engagement
	PF Positive Behavioral Management Programs		PF RTI				PF Supporting Great Teachers & Leaders

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

January 2013, 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, page # 14, rating E**) 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.

Review Type:	QR	Year:	2013	Page Number:	14	HEDI Rating:	E
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Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) 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.

x	6.2 Welcoming environment		6.3 Reciprocal communication
	6.4 Partnerships and responsibilities	x	6.5 Use of data and families

Annual Goal #5

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

In response to our 2013 School Quality Review, (page, 6), by June 2014 our goal is to increase parental involvement/engagement by 30% at our parent teacher meetings and parent workshops.

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

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: strategies/activities that encompass the needs of identified student subgroups,

1. 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.
2. Schedule events for parents to meet with teachers, discuss student progress, and meet with school leadership team.
3. Set up school based committees that allow parents to participate in the development of school programs, schedules and funding
4. Periodic parent surveys to gauge the needs of the community.
5. Our Parent Coordinator) to serve as a liaison between the school and families.
6. Family Fun Nights. Parent Coordinator, principal and staff members will attend PTA meetings to share information and respond to parent questions.
7. 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.
8. 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.
9. 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.
10. 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:
11. Collaborating with the PS 114 Welcome Center to offer our parents Math and Technology training.
12. Collaborating with the SBST Team and Coaches to offer workshops related to supporting children at home.

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

1. School Leadership Team meetings

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

1. Parents will receive progress reports mid-point of each marking period
2. Teachers will inform Parent Coordinator of items to be included on calendar via email by the 15th of each month.
3. Lead teachers will have access to website to post as necessary
4. Parents will receive info packet about online grading system at the beginning of each semester.
5. Teachers will notify parents of Interim assessment results on a monthly basis

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

Sept.-Nov.

- Parents will receive initial assessment report (Mid-Semester progress Report) in October
- Parents will receive Mid-Year Progress Report
- Host monthly parent orientation
- School calendar template development
- School website development
- Parent Workshops to inform about Common Core, grading system, and State Exams
- School leaders and SLT will discuss and research online literacy programs that can be used before, during and after school.
- Parents communicated a desire for an online literacy program that can be used at home as well as in the school.

Dec.-March

- Parents will receive a Mid-Year progress report In January 2014. This will include results of Benchmark Interim Assessment, promotion in Doubt Status and Action Plan for failing student.
- School leaders will meet with parents of Lowest Third population students who are not making progress in order to discuss an Action plan for success. Parents of these students will have the opportunity to send their children to a Saturday Academy.
- Parent Workshops

April-June

- Parents will receive notification of exam results
- Parent Workshops for following year
- Parents will receive expectation for 2013-2014 school year.
- PTA will meet to review the current ELT vendor and to discuss plans for following year based on parent and student surveys.
- Parent Workshops

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

- Focus funds were set aside for parent engagement workshops. The PTA coordinates various workshops that are focused on fostering a partnership between school and home, providing parents with strategies and necessary supports to assist their child at home. The PTA and SLT also elected to purchase some hardware which will enhance the Parent Association room, allowing parents to come into the school and access data and information. The After-School program will allow parents of our lowest third population of students to attend for 16 x 2.5 hour session twice per week, Tax levy funds will pay teacher per session for the program.

Budget and Resource Alignment

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	x	PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<p>Currently, we are focusing are our high level 2 readers in grades 3-5. 3rd grade- level M 4th grade- level P 5th grade- level S</p> <p>Instructional focus-Guided Reading Time Range-Every 6 weeks students will be reassessed Benchmark Goal-Each cycle we will create a new reading goal based on the progress made. Our end of year goal is to move each student to their grade end of year level 3.</p> <p>RTI Guided Reading Wilson Foundations *Letter and Sound Recognition *Great Leaps</p> <p>AIS Guided Reading Push In Extended Day</p> <p>Enrichment Extended Day Book Club</p>	<p>During each session the intervention teachers monitors the child's progress based on the fluency, comprehension and accuracy, which is Fountas and Pinnel Criteria.</p>	<p>Each cycle continues for 6 weeks. We will reassess students on Fountas and Pinnel</p>
Mathematics	<p>In classroom, teachers will provide tier – I intervention, additional support will be provided to the students who need support for extended responses</p>	<p>Small group, AIS teachers, SETSS, ESL classroom, tutoring, push-in or pull out depending on student needs</p>	<p>During school, after school and Saturday's, Extended Program for grade 3 Saturday Academy for Grades 4 and 5</p>
Science	<p>In classroom, science teacher/classroom teacher will incorporate reading and writing responses in science information text or science fiction stories.</p>	<p>In classroom, teachers will provide tier – I intervention, additional support will be provided to the students who need support for writing responses</p>	<p>During the school day, during the science instructional time</p>
Social Studies	<p>In classroom, teachers will provide tier – I intervention, reading in small group, writing response, interactive writing,</p>	<p>In classroom, teachers will provide tier – I intervention, additional support will be provided to the students who need</p>	<p>During the school day, during the social studies instructional time</p>

	writing across curriculum areas	support for writing responses	
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	According to students' I.E.P., services will be provided accordingly	One-on-one or small group according to I.E.P	During the school day

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
The Office of Teacher Recruitment and Quality (TRQ) regularly hosts online and campus-based informational events for prospective teachers. These sessions are a great way to learn more about teaching in New York City, as well as our Online Teacher Application and hiring process. Recruiting Teaching Fellow: The New York City Teaching Fellows program is preparing a critical mass of exceptional teachers committed to a better future for the NYC students who need them most. Recruiting New Teachers via Teacher Finder Portal: Now we are able to recruit most talented and qualified teachers via the Teacher Finder Portal. https://nyc.teacherssupportnetwork.com/ntf/Home.do

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Principal and Assistant Principal: Principal and Assistant principals will attend network monthly meeting and attend the professional development. Selected teachers will attend the network monthly meeting if the workshops are aimed for instructional practices. ELI Professional Development: (Executive Leadership Institute offered by CSA: This informational workshop will guide principal/assistant principal through the new principal evaluation and provide an overview of the components the principal and teacher Annual Professional Performance Review (APPR) as required by NYS Education law, 3012-C. Addressing the Needs of the English Language Learner. Leaders in Education Apprenticeship Program (LEAP) New Teacher Mentoring Teachers who are new to the teaching profession are assigned to a mentor by their principals. Please see DAPS/Mentoring for more information. In-school on-going professional development: The school utilizes all the professional development day/opportunities to provide on-going professional development. The network will host professional development opportunities according to our teachers' needs. PD & Student Opportunities The Professional Development and Student Opportunities pages provide upcoming professional development and student opportunities offered city-wide (opportunities are organized by school level). New York City After School Professional Development Program All teachers are eligible to take "P" In-Service courses from the New York City After School Professional Development Program. In-Service courses offer teachers high-quality, convenient, low-cost alternatives to college courses that may be applied toward salary differentials and New York State professional development requirements. Courses are designed to improve student achievement through the professional development of teachers. Courses are also offered to secretaries for salary advancement.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Our school is a Title I School wide Program school. 99% of our students are Title I eligible. In order to meet the educational needs of historically underserved populations, we have to conceptually consolidate Federal, State, and/or local funding in order to provide a sound educational program. To meet the intent and purpose of sound programs for our level-1 and level 2 students, we conceptually consolidate Title I, Title III, state fund, AIS, and tax levy.

Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the School wide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

- Increase collaboration between Kindergarten classes and Pre-K classes; CBO and Pre-K/K programs in our school.
- Social worker will host workshops to inform parents about Pre-K and K program about our school;
- Principal connects day care center with our school and invites children in CBO and parents to visit our pre-k or k programs
- Principal collaborates with Director of the CBO/Day-Care programs to tour the school visiting our cafeteria, library, and classrooms;
- Hosting orientation for families, services CPSE to CSE TURNING 5 MEETING;
- All information sent home in families' language and English.

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

The school has an established grade leader meeting, participants include 1 teacher from across all grades. These teachers regularly participate, offer their thoughts on new programs, budget decisions, schedules, etc.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the

proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

District 18	Borough Brooklyn	School Number 114
School Name P.S. 114 Ryder Elementary School		

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

Principal Darwin Smith	Assistant Principal Reather Fields
Coach Ellen Berkowitz	Coach Danielle Oustatcher
ESL Teacher Rachael Wasilewski	Guidance Counselor Jessica Shirley
Teacher/Subject Area Sari Rosen, ESL Teacher	Parent Joseph St. John, PTA President
Teacher/Subject Area type here	Parent Coordinator Carol Santana
Related Service Provider Inger Beatty, SETSS	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	578	Total number of ELLs	60	ELLs as share of total student population (%)	10.38%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In			2			2								4
Pull-out	2	2	1	2	2	1								10
Total	2	2	3	2	2	3	0	0	0	0	0	0	0	14

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	60	Newcomers (ELLs receiving service 0-3 years)	52	ELL Students with Disabilities	5
SIFE	0	ELLs receiving service 4-6 years	8	Long-Term (completed 6+ years)	0

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	52	1	2	8	0	3	0	0	0	60
Total	52	1	2	8	0	3	0	0	0	60

Number of ELLs who have an alternate placement paraprofessional: 1

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish			1		6	1								8
Chinese														0
Russian														0
Bengali			1			1								2
Urdu			1											1
Arabic	1	3	4	2	3	1								14
Haitian	3	6	4	6	6	7								32
French		1	1											2
Korean														0
Punjabi		1												1
Polish														0
Albanian														0
Other														0
TOTAL	4	11	12	8	15	10	0	0	0	0	0	0	0	60

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	2	5	5	2	2	5								21

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	1	2	4	3	5	1								16
Advanced (A)	1	4	3	3	8	4								23
Total	4	11	12	8	15	10	0	0	0	0	0	0	0	60

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	12	2	0	0	14
4	7	0	0	0	7
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	14	1	0	0	0	0	0	0	15
4	7	1	1	0	0	0	0	0	9
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2	0	3	1	3	0			9
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

P.S. 114 currently uses Fountas and Pinnell to assess the early literacy skills of all students, including ELL students. October 2013 Fountas and Pinnell Assessments show that the majority of Beginner/Intermediate ELLs who have been receiving 0-3 years of service are reading at pre-emergent to emergent levels and the majority of Advanced ELLs are approaching grade level for the first interval of the 2013-2014 school year.

Kindergarten ELLs are currently reading at pre-emergent levels. The majority of Beginner ELLs receiving 0-3 years of service in grades 1-2 are reading at pre-emergent levels (AA-A), with the exception of two Beginner ELLs in Grade two reading at Level B.

Beginner/Intermediate ELLs receiving 0-3 years of service in grades 3-5 are currently reading at emergent levels (Levels A-B). Beginner/Intermediate ELLs receiving 4-6 years of service in grades 3-5 are also reading below-level (Levels B-D).

Advanced students in grades 1 and 2 are varied in their literacy levels; in Grade 1, two advanced students are currently reading at levels A and B (which is below-level for the beginning of Grade 1). Advanced students receiving 0-3 years of service in grade 2 are approaching grade level (levels G-I). Advanced students in grades 3-5 are also varied in their levels; some are below-level and some are approaching grade level.

The insight this data provides is that students need strong intervention in the area of reading. This data is supported by NYSESLAT data, which shows that students are faring better in speaking and listening tasks as opposed to reading and writing tasks.

P.S. 114 is using this data about our students literacy skills to create programs that address student reading deficits. For example, our RTI process addresses student reading deficits by targeting instruction to meet their individual needs. RTI students reading skills are assessed through Fountas and Pinnell, and students are grouped according to their skill deficit to work with an intervention teacher in the program that suits them best (Wilson Foundations, Great Leaps, or Guided Reading).

P.S. 114 also addresses reading deficits in our extended day program. The information gained from Fountas and Pinnell allows us to group students homogeneously for guided reading groups during extended day. Literacy deficits are also addressed in our ESL After-School Academy, where students are grouped and re-grouped to work on phonics, guided reading, grammar and language fluency.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Overall, on the 2013 NYSESLAT, 21 students score at the Beginner level, 16 students score at the Intermediate level and 26 Students at the Advanced Level.

Further breakdown of the LAB-R/NYSESLAT Data by Grade:

- Grade K ELLs: 2 beginners, one intermediate, one advanced
- Grade 1 ELLs: 5 beginners, 2 intermediates, 4 advanced
- Grade 2 ELLs: 5 beginners, 4 intermediates, 3 advanced
- Grade 3 ELLs: 2 beginners, 3 intermediates, 3 advanced
- Grade 4 ELLs: 2 beginners, 5 intermediates, 8 advanced
- Grade 5 ELLs: 5 beginners, 1 intermediate, 4 advanced

The data reveals that 35% of ELL students scored at the beginner level, 26.6% of ELLs scored at the intermediate level, and 38% scored at the advanced level.

Patterns show that students made progress as compared to 2012 and subsequent years past; in 2012, 58% of students scored at the beginner level, 27% at the intermediate level and 15% at the advanced level.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Patterns within the data, across grade levels show that most students who scored at beginner and intermediate levels are newcomers (within 0-3 years of service). This pattern has allowed us to target students outside of two years of service who are still scoring at beginner levels. Those students are addressed through our RTI process.

Patterns also show that students who scored at intermediate and advanced levels scored lower in reading and writing than listening and speaking. These students reading needs are addressed through guided reading instruction; students receive guided reading instruction in class, in extended day, and also in our ESL After-School Academy.

Students writing needs are addressed through use of graphic organizers, small-group writing instruction and targeted grammar instruction in ESL class. P.S. 114 is implementing the writing program Writing Fundamentals, which provides guided writing instruction with leveled graphic organizers and ELL modifications. The ESL teachers assist content teachers in modifying writing curriculum for ELL students.

For the first time, in 2012-2013 P.S. 114 met AMAO 1 (students moving up one level or more on the NYSESLAT). Out of 85 students in Grades K-5 (2012-2013 school year students, including graduating 5th graders), 59 students moved from one level of proficiency to the next, and ten students who did not move from one level to the next made a 43-point or more gain in proficiency. This constitutes 69 students who made significant progress, which was 81% of students tested in the 2012-2013 school year.

The proposed AMAO target for 2012-2013 was 65.3%. P.S. 114's ELLs surpassed the target by 15.8%. While we did meet AMAO 1 targets, P.S. 114 did not meet AMAO 2 targets. Out of 85 students tested in 2012-2013 (including graduating 5th graders), 7 students reached proficiency on the NYSESLAT, which was 8.2% of students tested. This was 5.5% short of the AMAO 2 target for 2012-2013, which was 13.7%.

P.S. 114 is using the AMAO data to target specific groups of ELL students in order to maintain progress on the the rising AMAO 1 target for 2013-2014 and to meet the AMAO 2 target for 2013-2014. For example, students who have been identified as AMAO 2 'push' students will be grouped homogeneously for targeted instruction in our after-school program. Using a baseline that mirrors the NYSESLAT, P.S. 114 will hone in on areas of weakness for these students in after-school using small group instruction in an effort to move these students towards proficiency.

4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
- a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in the Native Language?

Patterns across the grades show that levels are varied across grades and proficiency levels; however, there is a trend showing a need for stronger reading and writing focus for ELL students.

ELLs who took the math exams in the native language did not reach proficiency. The same is true of students who had an oral translator. Students who took the science exam in the native language obtained a Level 2 on the exam.

- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.

The results of the ELL Periodic Assessment are being used to inform instructional decisions. The results of the assessment indicate the areas of deficiencies in the various modalities. PS 114's offers professional development to provide teachers with strategies that will enhance their instruction of ELL students in order to bridge the gaps indicated by the periodic assessments.

The ESL teachers have provided classroom teachers with the assessment results and are continuously providing teachers with strategies that will develop ELL skills in the four modalities. Leadership is considering purchasing one of the intervention programs that Pearson recommends, Achieve 3000, in order to provide targeted interventions for those questions students are consistently getting wrong. The periodic assessment also allows ESL teachers to pinpoint which types of questions students are struggling with and to design instruction that addresses the deficits and assessments that mirror those types of tasks.

c. What is the school learning about ELLs from the periodic assessments? How is the native language used?

P.S. 114 has gained great insight from the analysis of the ELL Periodic Assessment. Pearson's site gives student results in an organized fashion which allows teachers to target instruction towards student deficiencies. Teachers have been using the Periodic assessment results to target instruction in terms of the questions students have been answering incorrectly. For example, Pearson's site allows teachers to drill down on each student's results and see which questions they are getting wrong. This information allows teachers to work on the specific language points addressed by each question that students are struggling with.

To ensure that all ELLs are moving towards proficiency in the four modalities, both ESL and classroom teachers are supporting students in their native languages. They have provided word to word translation glossaries and include multicultural and bilingual books in their classroom libraries. ELLs also have the option to take the state math, social studies, and science assessments in their native language. P.S. 114 also subscribes to Reading A-Z, which offers translated texts in French and Spanish and students are given native language translations to supplement English texts when available.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

P.S. 114 utilizes data from Fountas and Pinnell literacy assessments to drive our RTI Program for ELLs. P.S. 114's RTI process addresses student reading deficits by targeting instruction to meet their individual needs. RTI students reading skills are assessed and students are grouped according to their skill deficit to work with an intervention teacher in the program that suits them best (Wilson Foundations, Great Leaps, or Guided Reading).

RTI Tiers are implemented as follows:

Tier 1: Research-based strategies utilized within the framework of our core curricula; Core Knowledge in Grades K-2 and Expeditionary Learning in Grades 3-5.

Tier II: Students work in small groups with an intervention teacher during 30-minute sessions, 3-5 times a week, on Guided Reading, Wilson Foundations or Great Leaps, according to specific student needs and deficits. Tier II cycles last for 3-6 weeks, depending upon student response to intervention. Progress is monitored during each session. If a student is not making progress at Tier II, they move to more intensive intervention at Tier III.

Tier III: Students work in 1:1 individualized intervention with an intervention teacher for 6-12 weeks, depending upon student response to intervention, for 30-60 minutes a day. Progress is monitored during each session and data from session progress monitoring is utilized to drive the student's intervention plan. If a student is not making sufficient progress in the prescribed timeframe, they may be referred for a special education evaluation.

6. How do you make sure that a child's second language development is considered in instructional decisions?

ELL student second language development is considered by including specific language objectives in all ESL teacher lesson plans. Content area teachers attend professional development sessions on ELL needs, including creating language objectives and implementing the SIOP model, which includes language objectives in its framework.

Student language development is also considered throughout our RTI process. The ESL coordinator is part of the RTI team, and intervention teachers confer with the ESL coordinator regarding ELL students who are receiving RTI services in order to ensure their language needs are being considered and met.

7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

P.S. 114 evaluates its ELL programming by using Annual Measurable Achievement Objectives (AMAOs) as a guide for measuring program success. For example, from 2008-2012, P.S. 114 did not meet AMAO 1 (students making improvement on the NYSESLAT) but did meet AMAO 1 in 2013. P.S. 114 is using this information to evaluate what parts of its programming were working well during the 2012-2013 school year in order to enhance those aspects of the programming for the 2013-2014 school year, and for years to come.

However, P.S. 114 did not meet AMAO 2 or AMAO 3 during the 2013-2014 school year. We are utilizing this information to see how large the gap was between our student achievement and the rising AMAO 2 and 3 targets for 2013-2014 in order to close those gaps by implementing stronger programming and more targeted instruction both in the classroom and in supplemental programs.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
P.S. 114 enforces an initial identification process to ensure that all potential ELL students are properly identified and timely placed. The Administration, ESL Teachers, and Pupil Accounting Secretary ensure that the following proper screening procedures take place. Upon registration, parents are administered the Home Language Identification Survey (HLIS) by a pedagogue who has been trained on the process of HLIS administration. Rachael Wasilewski and Sari Rosen, the certified ESL teachers at P.S. 114, administer the HLIS. In the case they are not available, another HLIS-trained pedagogue administers the survey. Where translation is necessary, various staff members offer translation while HLIS-trained pedagogues simultaneously administer the survey. The school enlists services from the NYC Department of Education Translation and Interpretation Unit if we do not have anyone on staff who speaks the native language or if a translator is not available on site.

The HLIS form is given, when possible, in the native language. The trained pedagogues also conduct informal oral interviews with children to determine their dominant language before determining their eligibility for LAB-R testing. If the HLIS displays answers in the 2/1 formula – meaning that, from questions 1-4, at least two answers indicate that a student speaks another language at home, and from questions 5-8, at least one question indicates that the student speaks another language, the student is considered eligible for LAB-R testing. A student may also be eligible for LAB-R testing if, through an informal interview with the child, the Certified ESL teacher considers the child to be Limited English Proficient (LEP).

After assessing the home language through a combination of interviews (formal and informal) and parent responses to the survey, the trained pedagogue enters an OTELE code on the HLIS which determines the student's home language. Eligible students are cross referenced with the ATS report RLER, which lists all students eligible for LAB-R and NYSESLAT Testing, and with students listed on the ELPC screen in ATS, where parent program choices are recorded.

Once LAB-R eligibility has been established, the LAB-R is then administered to those students who meet eligibility criteria. Form

B of the LAB-R, is administered to each child individually, according to grade level, within ten (10) days of admission, by a trained pedagogue. Should any Spanish-speaking student become entitled for the LAB-R, the student is also administered the Spanish LAB. Upon completion of LAB-R testing, students are placed according to the Department of Education's LAB-R cut-scores into an appropriate ESL level (beginner, intermediate or advanced) and immediately begin receiving ESL services. LAB-R and Spanish LAB handscores are kept on file with the ESL teachers, as well as copies of the LAB-R scan sheets. The LAB-R and Spanish LAB scan sheets are packaged by the ESL teachers and testing coordinator, and delivered at the appropriate drop-off date to the borough's assigned Assessment Office.

Once students are determined as eligible for ESL services, a letter of eligibility is sent which includes an invitation to ELL Parent Orientation within 10 days of student admission to the school. Parents of students who have already been determined as English Language Learners and have not achieved proficiency in the previous school year receive a Continued Entitlement Letter which explains to parents that their child or children will continue receiving ESL services.

Parents of students who receive the LAB-R and score above the advanced-level cut-scores for ELL determination receive a Non-Entitlement Letter which informs parents that their child took the LAB-R, yet passed and are not eligible for ESL services.

For students who have been determined as eligible for ESL services and for students who did not achieve English proficiency in the previous year, the New York State English as a Second Language Achievement Test (NYSESLAT) is administered annually. Students who are eligible for NYSESLAT testing are determined using the ATS report RLER, which lists all students eligible in the school to take the LAB-R and NYSESLAT.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

After students are determined as eligible for ESL services through LAB-R testing, we implement our outreach plan for educating parents about the three program choices available for ELL education within the NYC public school system. The personnel involved in Parent Orientation sessions for ELLs include Carol Santana, the school's Parent Coordinator, Rachael Wasilewski, the school's ESL Coordinator, Sari Rosen, a certified ESL teacher at P.S. 114, and various on-site translators. P.S. 114 enlists services from the NYC Department of Education Translation and Interpretation Unit when a translator is not available on site.

First, parents receive an Entitlement Letter which lists their child's score on the LAB-R, how the score determines eligibility, and includes an invitation to an ELL Parent Orientation at the school and direct contact information for the Certified ESL teachers, the Parent Coordinator, and general school contact information. The Entitlement letter is sent as soon as a student is determined as eligible for ELL services, and the letter includes a Parent Survey and Program Selection Form as per the instructions on the Department of Education Entitlement Letter. The Parent Survey and Program Selection Form is to be returned to the ESL teachers at the time of Parent Orientation, which is held within 10 days of student admission to the school.

Parents who attend the Parent Orientation receive a program brochure at the start of orientation (in the native language when available). Parents then view the NYC Department of Education's Orientation Video for Parents of English Language Learners. The video informs parents of the three choices available to them within the NYC Public school system (Dual Language, Transitional Bilingual, and Freestanding ESL Programs). After viewing the video, a question-and-answer session is held between the ESL teachers and the parents, during which parents are able to ask questions about the information presented to them in the video and the best options for their children are re-iterated by the ESL teacher (Dual-Language Programs being the best option, Transitional Bilingual Programs being the next-best option, and Free-Standing ESL programs being the third best option as per research on ELL programs.)

Parents then use the information provided in the Orientation and fill out the Parent Survey and Program Selection Form (given in the native language when available). If parents' first choice is a program that is not available at the school, the school provides parents with information regarding schools that do offer the program of choice. If parents decide to choose the program available at the school, a Placement Letter is sent home to parents describing their child's placement into the schools ESL Program.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are

returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)

Parents receive Entitlement Letters informing them of their children's eligibility for LEP services immediately after a child's eligibility is determined. Entitlement letters, which list the child's score on the LAB-R and explain how that score determines eligibility, are distributed to classroom teachers of entitled students. Classroom teachers then distribute the letters to the entitled students who take the letters home with them and parents also receive letters by certified mail. Parents have until the date of Orientation to return the letters to the ESL teachers. Direct contact information for the Certified ESL teachers, the Parent Coordinator, and general school contact information is included in the letters.

If parents do not attend the scheduled Parent Orientation session, a second Entitlement Letter is sent inviting parents to come to an Orientation session. Phone calls are made to unresponsive parents as well and logged with the ESL teachers. In the case that parents do not respond to the second Entitlement Letter, a third telephone call is made to parents informing them that they must attend the orientation session.

After parents return Parent Survey and Program Selection Forms, they are kept on file in the ESL Department. Copies are kept in the schools Title III binder as well as each student's cumulative folder and originals are kept in a locked file cabinet in the ESL center, room 212.

At the time that all of the aforementioned steps have been taken and parents are still unresponsive to outreach, students are placed into the program available at the school, which is a Freestanding ESL Program. While it is known that TBE is the default program choice, P.S. 114 currently has a freestanding ESL program only. At the time of placement, a Placement Letter is sent home to parents (in the native language when available) informing them of their child's placement into the school's ESL program. Placement Letters include contact information for the ESL teachers as well as general contact information for the school.

As per CR Part 154, the default program for ELL students is Transitional Bilingual Education, not Freestanding ESL. A freestanding ESL program is implemented in those school buildings within the LEA with an enrollment of fewer than 14 pupils of the same grade level or across two contiguous grades with the same or different native language which is other than English. Since the school does not have a TBE program, students are placed in the best available program, which is Freestanding ESL. Parents are given the option of transferring their children to a school in the LEA with a bilingual program. Parents are not given the option to withdraw their children from the ESL program as per CR Part 154.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

Parents use the information provided in the Parent Orientation and fill out a Parent Survey and Program Selection Form (given in the native language when available). If parents' first choice is a program that is not available at the school, the school provides parents with information regarding schools that do offer the program of choice. If parents decide to choose the program available at the school, a Placement Letter is sent home to parents in the native language describing their child's placement into the school's ESL Program.

At the time that all of the aforementioned steps have been taken and parents are still unresponsive to outreach, students are placed into the best program available at the school, which is a Freestanding ESL Program. At the time of placement, a Placement Letter is sent home to parents (in the native language when available) informing them of their child's placement into the school's ESL program. Placement Letters include contact information for the ESL teachers as well as general contact information for the school.

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

ELL students are administered the NYSESLAT during the determined assessment window for the exams. First, a schedule is created by the ESL Coordinator. All students are administered each section of the NYSESLAT according to the schedule. The schedule also includes make-up days to ensure that any absent students are administered the exam.

Various proctors (trained pedagogues only) are assigned to ELL groups according to the schedule to ensure that all students are tested in a timely fashion. ELL-SWDs with various testing modifications are grouped according to the modifications on their IEPs.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
- For the past few years, parents who attended Parent Orientation at P.S. 114 opted for the Freestanding ESL program as their first choice. For example, during the 2012-2013 school year, 14 parents attended the Parent Orientation session and all of them chose ESL as their first program choice. However, during September 2013-2014 Parent Orientations, four out of seven parents chose bilingual education as their first choice. P.S. 114 does not currently have Bilingual Program so parents were advised that students may transfer to another school that has a bilingual program, and were provided with a list of schools. Parents are also advised that if, in the future, there are enough students in two consecutive grades, P.S. 114 will open a bilingual class for those students whose parents requested bilingual programs.

Programming at P.S. 114 is currently aligned with parent choice. If trends begin to show that more parents are interested in bilingual programming, P.S. 114 will apply for a grant to create bilingual classes in order to stay in conjunction with parent choice. P.S. 114 will utilize data from the Parent Surveys to make determinations on creation of bilingual programming.

Part V: ELL Programming

A. Programming and Scheduling Information

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

The Freestanding ESL program at P.S. 114 uses a combination of push-in and pull-out models to service its ELL students. P.S. 114 has two certified ESL Teachers, with Ms. Rosen servicing Grades K, 1, 2, and parts of Grade 4 and Ms. Wasilewski servicing grades 3, 4, and 5. Some students may travel with the ESL teacher to the class period in which the ESL Teacher is pushing in to service other students across the grade. For example, a student in one second grade class may come to the literacy block for the other second grade class to ensure that instructional minutes are met.

Push-in ESL sessions are collaborative and co-planned as well as co-taught, utilizing the 6 models of co-teaching. ESL teachers plan with Classroom teachers to ensure that scaffolds are in place to enhance ESL student learning processes and optimize language acquisition as well as content instruction. Adaptation of texts, inclusion of language objectives and use of graphic organizers, sentence frames and leveled prompts and cues ensure that ESL students have multiple access points to the curriculum.

Pull-out ESL sessions focus on enhancing the curriculum students encounter in their general education classrooms. ESL teachers focus on building background knowledge and schema, which helps students participate in their regular classrooms. ESL teachers merge curriculum topics with language learning in order to help students acquire English while gaining information about curriculum topics.

Classrooms in grades 3, 4, and 5 are departmentalized, where teachers across each grade are responsible for teaching two subjects (i.e. Literacy/Social Studies or Math/Science). ESL students in those grades travel from one classroom to another throughout the day. When ESL teachers push into classes, they co-teach with the teachers that students are seeing during that particular block of the day (i.e. ELA vs. Math).

- b. What are the program models? (block/ungraded/heterogeneous/homogeneous?)

P.S. 114 utilizes a combination of a heterogeneous and homogeneous program model. Students are serviced heterogeneously in classes alongside their non-ELL peers, through co-teaching and differentiation and also homogeneously in small pull-out groups. Creative grouping is used and students may be grouped heterogeneously during co-teaching sessions or homogeneously during small-group sessions in terms of language proficiency.

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

P.S. 114 has two Certified ESL teachers on staff - Rachael Wasilewski and Sari Rosen. To ensure that all students receive the mandated amount of instructional minutes for a Freestanding ESL program (360 minutes for Beginner/Intermediate students and 180 minutes for advanced level students) responsibilities are designated as such: with Ms. Rosen servicing ELL students in grades K-2 and Ms. Wasilewski servicing ELL students in grades 3, 4 and 5, with the exception of Ms. Rosen servicing Advanced ELLs in grade 4. P.S. 114's daily class schedule is arranged into eight periods per day. Beginner/Intermediate level ELL students receive ESL services 8 periods per week and Advanced level ELL students receive ESL services 4 periods per week. The ESL teachers are careful to schedule around any other related service providers (Speech Therapists, SETTS, Occupational Therapists, etc.) when servicing ELL-SWDs.

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

Content and standards-based curriculum is delivered across the grades at P.S. 114. Through careful planning and collaboration with classroom teachers, the Certified ESL teachers deliver content-based instruction to all students receiving ELL services in the areas of Math, Science, and Social Studies, as well as English Language Arts. All content is delivered in English, with varying degrees of native language (NL) support such as access to bilingual glossaries and multicultural libraries. The ESL curriculum is also enhanced by the ESL teachers through class field trips to museums, movies, and other locations that support content learning.

Strategies that help make content comprehensible to ELL students include building background knowledge to support new content knowledge and scaffolding content learning with pictures, videos, audio components, and technology (computers/iPads/Smart Boards). Concepts are consistently linked to students' background knowledge to help deepen students' frameworks for comprehension. ELL students also receive explicit teaching of key vocabulary and terms for content learning. Each ESL lesson contains a key language objective for ELL students in order to focus on developing English communicative competence in conjunction with content learning.

In order to meet the rigorous demands of the Common Core Standards, P.S. 114 is implementing Common Core aligned curricula – Core Knowledge and Expeditionary Learning in the areas of ELA, and Go Math! in the area of mathematics. For ESL students to meet the demands of the new curricula, ESL teachers adapt readings, create graphic organizers, provide visuals and multimedia, and educate students on the background knowledge necessary to access the curricula. ESL teachers also assist content teachers in adapting homework and differentiating their instruction.

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

P.S. 114 does not have bilingual programming, so all classroom instruction is conducted in English throughout the school year. Students are provided with various levels of native language support, such as bilingual glossaries and dictionaries and native language texts, when available. Assessments are conducted in English.

Newly entering students receive the English LAB-R. If any Spanish speaking student is newly admitted, they receive the Spanish LAB to assess their literacy skills in their native language.

Students taking the NY State Math and Science exams are provided the exam in their native language, when available. In the case that a translated exam is not available, students are provided with oral translators for the State Math and Science exams.

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

ELLs at P.S. 114 are administered a baseline assessment that mirrors the NYSESLAT at the beginning of the school year, which allows teachers to assess their current levels of proficiency in the four modalities of English. Students are administered the same exam as a midline assessment in the first week of December to assess whether students have made progress. ESL teachers then tailor their instruction to address deficiencies in the four modalities.

ELLs in grades 3-5 are also administered the ELL Periodic Assessment, which assesses three of the four modalities – Listening, Reading and Writing. ESL and classroom teachers use the information gained from the periodic assessments to tailor instruction to meet the needs of students based on areas of deficiency throughout the modalities.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).
- a. Describe your instructional plan for SIFE students.

P.S. 114 has an action plan for Students with Interrupted Formal Education (SIFE). Students will receive the mandated amount of ESL instructional minutes as per CR Part 154, according to their level of ESL. Additional ESL minutes may or may not be implemented, which will be at the discretion of the school and according to the needs of the SIFE student. Content standards and curriculum will be adapted to meet the challenges of SIFE students. Standards may be too challenging for SIFE students, so standards will be met with a high

amount of scaffolding with ESL materials (background building, use of graphic organizers, access to literacy-rich environments, visual aides, simplified texts, manipulatives, artifacts, etc.) The ESL teachers will provide intensive literacy and language instruction including explicit instruction in an age-appropriate manner of the five components of reading - phonemic awareness, phonics, fluency, vocabulary, and comprehension through guided reading. SIFE students will also be referred for RTI services on an as-needed basis.

Since SIFE students may come to school with emotional strain (i.e. as refugees, or without many of the necessary early skills such as reading or writing which can cause frustration in students) our guidance counselor, Ms. Shriley, and Ms. Riaz, our school psychologist, are prepared to be a part of any specific counseling that may be necessary. We also have a number of bilingual staff members at our school who have agreed to be a part of the supportive team for SIFE students (in the case that they speak the same language). SIFE students will also be paired with another student (the “buddy system”). Buddy system students will be paired from same NL groups when possible.

b. Describe your plan for ELLS who have been in U.S. Schools for less than three years (Newcomers).

Newcomer ELL students (students receiving ELL services for 0-3 years) receive targeted instruction from the ESL teacher during push-in and pull-out sessions. Students are grouped and regrouped homo-and heterogeneously according to task difficulty. Newcomer students also receive small-group targeted instruction from ESL teachers during extended day programming, during which they receive guided reading instruction with an emphasis on language skills through the four modalities. Newcomer students will work intensively on listening and speaking upon arrival into the school system in order to build a strong base of “survival English”. The ESL teachers informally assess the students literacy levels in the NL (aural interpretation, grapheme awareness, ability to recognize simple features of language) in order to build upon any skills newcomer students may transfer from their NL. Newcomer ELLs also receive small-group RTI instruction during the school day, working on guided reading, reading strategies, decoding skills and strategies, or high-frequency and sight words.

Support for Newcomer students who are expected to take the ELA exam after one year in the U.S. include working on differentiated tasks that mirror the tasks on the ELA exam, exposure to the format and nature of standardized ELA exams, and attendance in P.S. 114’s Extended Day Program and ESL After-School Program. Parents are also invited to attend Test Preparation Workshops at P.S. 114, which focus on helping their children reach achievement on NY state exams.

c. Describe your plan for ELLs receiving services for 4-6 years.

Students who are receiving 4-6 years of ESL services are supported via small-group and targeted instruction in a push-in, co-teaching capacity. Students who have been receiving 4-6 years of ESL services supported using individualized instruction tailored to the students’ weakest modalities as indicated by NYSESLAT data. ESL teachers integrate specific ESL strategies into push-in lessons, and offer reinforcement and education to the classroom teacher on how to best serve struggling ELL students. ELLs also receive small-group AIS instruction during the school day, working on guided reading, reading strategies, decoding skills and strategies, and high-frequency and sight words.

Certain at-risk ELL students are also referred for RTI intervention, and an action plan is put in place during RTI meetings between the principal, RTI coordinator, coaches, classroom teachers, school psychologist, ESL coordinator, related service providers, guidance counselor, and parent coordinator. The action plan is implemented and student progress is monitored by the RTI team. Students who need additional support may move upward through the three RTI tiers and receive individualized instruction. RTI interventions include guided reading, Great Leaps, and Wilson Foundations.

d. Describe your plan for Long-Term ELLS (6+ Years of Service).

Students who are classified as long-term ELL are supported using individualized instruction tailored to the students’ weakest modalities as according to NYSESLAT data. Along with the students who are receiving 4-6 years of service, all long-term ELL students are invited to participate in the ESL AIS After-School Program and the ESL Saturday Academy. These programs provide additional support and utilize materials and methods that are catered to suit the academic needs and abilities of struggling students.

Like ELLs receiving services for 4-6 years, certain long-term ELL students are also referred for RTI intervention services.

e. Describe your plan for former ELLs (in years 1 and 2 after reaching Proficiency)

ELL students who have reached proficiency on the NYSESLAT and no longer require ESL services will receive transitional services and support for two years after reaching proficiency. These students may receive one period (50 minutes) a week of ESL services as a transitional support, on an as-needed basis. Students will be grouped heterogeneously with ELL students during co-teaching sessions with the ESL Teachers. ELLs who have reached proficiency are also entitled to receive testing modifications for the two years after exiting ESL services, and will receive modifications for ESL students as per CR Part 154. Bilingual glossaries will be made available to students in testing grades who have reached proficiency on the NYSESLAT for two years following exit of ESL services. Former ELLs are also invited to P.S. 114’s ESL After-School Academy and grouped according to their specific needs.

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

ELL students with special needs are supported via close communication with the IEP teachers, guidance counselor, SETTS Teachers and school psychologist. Together with the Certified ESL Teachers, students’ instructional plans are discussed, reviewed, and revised when necessary. Instruction may be revised as needed for the student and instruction is differentiated in alignment with the goals and objectives reflected on the students’ IEP. ELL-SWDs receive integrated, targeted instruction with ELL students at mixed levels of English language acquisition, with use of methods, materials, and strategies that work to help all ELL students achieve communicative competence. When necessary, materials and methods may be adjusted to meet the specific needs of ELL-SWDs. Classroom materials are differentiated to meet the needs of ELL-SWDs at P.S. 114. Adapted texts, differentiated tasks, graphic organizers, multi-sensory approaches, kinesthetic learning techniques, tactile and visual approaches, step-by-step instructions and visual prompts and cues are all employed for ELL-SWDs in order to provide them multiple access points to the curriculum.

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

Classroom materials are differentiated to meet the curricular, IEP, and language needs of ELL-SWDs at P.S. 114 and provide curricular flexibility. Adapted texts, differentiated tasks, graphic organizers, multi-sensory approaches, kinesthetic learning techniques, tactile and visual approaches, step-by-step instructions and visual prompts and cues are all employed for ELL-SWDs in order to provide them multiple access points to the curriculum.

Integrated Co-Teaching allows our ELL-SWDs to learn in the least restrictive environment at P.S. 114. Special education, general education and ESL co-teachers plan together to optimize instruction for ELL-SWDs and meet the needs of both their IEP goals and their language acquisition needs. Flexible scheduling for ELL-SWDs in self-contained classrooms allows them to achieve their IEP needs and achieve language proficiency. Students may travel to the literacy block or math in another class, as indicated on their IEP, as well as to ESL services, and return to their self contained classrooms for other subjects.

Courses Taught in Languages Other than English 

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

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

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

Courses Taught in Languages Other than English ⓘ

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

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

Math:				
Science:				

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

P.S. 114 implements an ESL After-School Academy. Students meet twice a week, on Mondays and Thursdays, from 2:20pm to 4:20pm. The ESL After-School Academy provides targeted small-group instruction based on data from various assessments.

Students are grouped homogeneously, according to language proficiency and literacy levels to work on guided reading, grammar, vocabulary acquisition, phonics and phonemic awareness. The ESL After-School Academy will implement guided reading with a focus on vocabulary acquisition and sentence structure. Students will work on tasks that exercise all of the four modalities of language –listening, speaking, reading and writing. The ESL After-School Academy uses materials crafted by the teachers of the program, as well as Wilson Foundations for those students who struggle with phonics and phonemic awareness.

Struggling ELLs in grades K-5 also receive RTI intervention during the regular school day. Students work with a reading specialist three times a week and are grouped using Fountas and Pinnell literacy data. Students then work on guided reading and receive targeted instruction in decoding, letter/sound recognition, sight word and high-frequency word recognition and reading comprehension strategies. Some students intervention plan includes Wilson Foundations for phonics and phonemic awareness instruction or Great Leaps to address fluency issues. Progress is logged at each session and student intervention plans are re-evaluated in 6-8 weeks from the original date of intervention to monitor whether students are progressing at their current RTI tier.

ELLs receive targeted ELA and Math instruction during P.S. 114's Extended Day program. The extended day program is implemented in four separate cycles of 18 sessions. Each cycle features nine sessions of ELA instruction and nine sessions of Math instruction.

P.S. 114 also implements an in-school AIS program for math intervention. Students will work with a math intervention teacher 3 times a week for 30 minute sessions in small groups of 4-5 students to meet the common core math standards.

ELLs also use Dreambox Learning Math, an online math program which covers common core curricula from K-5. Dreambox Learning uses customized content, difficulty, hints, pace and lesson sequence to specifically target individual student needs.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

P.S. 114's current programs have been effective in some areas and less effective in others. For example, P.S. 114 did meet AMAO 1 (students making progress) in the 2012-2013 school year. We believe that a stronger focus on ELL supplemental programming in 2012-2013 was a major factor in our students making gains in this area. Students received targeted interventions in after-school and Saturday programs as well as in school through our RTI and AIS programs. In order to continue on a progressive path, we will continue offering supplemental programming in school and after-school during the 2013-2014 school year.

While ELLs made gains on the NYSESLAT, P.S. 114 did not meet AYP for ELLs on the ELA and Math Exams. In order to push our ELLs towards achievement on these exams, ELLs receive targeted ELA and Math instruction during P.S. 114's Extended Day program. The extended day program is implemented in four separate cycles of 18 sessions. Each cycle features nine sessions of ELA instruction and nine sessions of Math instruction. P.S. 114 also implements an in-school AIS program for math intervention. Students will work with a Math intervention teacher 3 times a week for 30 minute sessions in small groups of 4-5 students to meet the common core math standards.

ELLs also use Dreambox Learning Math, an online math program which covers common core curricula from K-5. Dreambox Learning uses customized content, difficulty, hints, pace and lesson sequence to specifically target individual student needs.

11. What new programs or improvements will be considered for the upcoming school year?

During the 2013-2014 school year, P.S. 114 will discontinue its Saturday program and instead have two days of ESL Academy, which will take place on Mondays and Thursdays from 2:20-4:20. Students previously met once a week after-school and once a week during Saturdays for supplemental instruction. We feel that weekend programming did not work for many of our families who practice religious observances on Saturdays. Moving the program to twice on weekdays after-school will allow us to reach more students.

We will also strengthen the reading components of our supplemental programs. During the 2012-2013 school year, we focused much attention on language acquisition but did not focus as much on targeted reading instruction. We will improve our programming by keeping those components which focus on language acquisition and weaving them into a guided reading program for our ELLs. P.S. 114 will also consider purchasing Achieve 3000 as a targeted intervention for ELLs, as prescribed by the ELL periodic assessments.

12. What programs/services for ELLs will be discontinued and why?

During the 2012-2013 school year, P.S. 114 partnered with the Learning through an Expanded Arts Program (LEAP) to create a Saturday program for ELLs. After assessing results of the program, we did not feel it was rigorous enough to assist our students with reaching achievement under the Common Core standards.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

P.S. 114 implements an ESL After-School Academy. Students meet twice a week, on Mondays and Thursdays, from 2:20pm to 4:20pm. The ESL After-School Academy provides targeted small-group instruction based on data from various assessments. Students are grouped homogeneously, according to language proficiency and literacy levels to work on guided reading, grammar, vocabulary acquisition, phonics and phonemic awareness. The After-School Academy will implement guided reading with a focus on vocabulary acquisition and sentence structure. Students will work on tasks that exercise all of the four modalities of language – listening, speaking, reading and writing. The ESL After-School Academy uses guided reading materials, materials crafted by the teachers of the program, as well as Wilson Foundations for those students who struggle with phonics and phonemic awareness.

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P.S. 114 also implements an in-school AIS program for math intervention. Students will work with a Math intervention teacher 3 times a week for 30 minute sessions in small groups of 4-5 students to meet the common core math standards.

ELLs also use Dreambox Learning Math, an online math program which covers common core curricula from K-5. Dreambox Learning uses customized content, difficulty, hints, pace and lesson sequence to specifically target individual student needs.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

P.S. 114's ESL team uses a variety of materials to target specific learning goals and raise student achievement. The ESL teachers create and craft many of their own instructional materials to meet the specific needs of their students. The teachers create charts, graphs, signs, posters, pictures, graphic organizers, videos, interactive applications, presentations and Smartboard lessons. The ESL teachers create these various materials based on each unit's curricular focus and on student needs.

The ESL team also structures lessons based on suggestions from the Office of ELLs QTEL Training Series and the SIOP Model, including consistent linkage of concepts to students' background knowledge, use of realia, visual aides and manipulatives to differentiate instruction. The ESL teachers may also adapt grade-level text to meet the diverse needs of their students by enhancing the text with pictures, glossaries, or enhanced simplifications.

The ESL Teachers use a variety of programs and materials to support language acquisition, such as Pearson's Language Central, Rigby's On Our Way to English, and Harcourt-Mifflin's Write Source. These materials are utilized based on student needs.

Some websites that the ESL teachers employ include Starfall.com, an interactive website that is phonics-intensive and

Brainpop.com, which provides curriculum support through use of videos, games and hands-on projects. Students in grades K-3 use Starfall.com along with the teacher in guided lessons, and also independently in computer-lab sessions. Both ESL teachers utilize Brainpop.com and BrainpopJr.com for all grades in conjunction with their content-focused lessons and units.

ELLs and ELL teachers also use Dreambox Learning Math, an online math program which covers common core curricula from K-5. Dreambox Learning uses customized content, difficulty, hints, pace and lesson sequence to specifically target individual student needs.

Smartboards are used for curriculum enhancement, and the teachers create interactive lessons for use with Smartboard technology. PowerPoint slides, teacher-created interactive books, movies and videos are also shown on the Smartboard to enhance ESL curriculum. The ESL teachers incorporate a variety of curriculum-aligned videos and clips to provide visual background knowledge for the lessons they collaborate on.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

At P.S. 114, all content is delivered in English, with varying degrees of native language (NL) support. NL Support is incorporated by the presence of NL literature in the classrooms, usage of bilingual dictionaries, glossaries and thesauri and “buddy system” support (through which students are paired with another NL speaker). P.S. 114 also has a number of bilingual staff members who provide NL support to our students. These varieties of support help students with translation, transition and language-building in both English and the NL.

16. Explain how the required services support, and resources correspond to ELLs’ ages and grade levels.

The ESL teachers at P.S. 114 create homogeneously and heterogeneously mixed groups in an age and level-appropriate manner. For example, beginner groups may include students from different grades; however, those grades only span 2 contiguous grade levels at most. The ESL teachers are careful to use grade-appropriate resources and texts. This is ensured by the division of responsibilities amongst the two ESL teachers (Ms. Rosen servicing students in grades K-2, and Ms. Wasilewski servicing students in grades 3-5.)

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

P.S. 114 ensures that newly enrolled ELL students and their families are prepared for the upcoming school year upon registration. Parents receive information about bussing, a school supply list, and information about the school. Parents are informed that they are welcome to tour the school and translators are made available for parents who speak languages other than English. P.S. 114 implements an open-door policy for parents in which they are afforded access to school personnel when needed. Our Parent Coordinator, Carol Santana, serves as the first stop for parents to have their needs addressed.

Newly enrolled ELL students are paired with a native language buddy when available. Their buddy assists them with classroom transitions and procedures. P.S. 114 also implements a student/teacher buddy system; twice a month, students meet with their buddy teacher in small groups, in an effort to give students access to more adults in the building. The buddy system aims to give students another teacher whom they can confide in and an adult in the building they know. Newly admitted ELL students are matched with a native language buddy teacher whenever possible.

18. What language electives are offered to ELLs?

Currently P.S. 114 does not offer language electives.

19. For schools with dual language programs:

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

N/A

C. Professional Development and Support for School Staff

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

Our Certified ESL teachers attend Professional Development Workshops offered by our network support team, as well as the NYCDOE Office of English Language Learners and the Regional Bilingual Education Resource Network (R-BERN). The ESL teachers also take advantage of development opportunities from entities outside of the NYC Department of Education (i.e. NYS TESOL's Annual Conference).

Professional Development is administered to our staff by our ESL Coordinator, Literacy and Math Coaches, and out network support team. Professional Developments held throughout the school year take place during grade-level meetings and Extended Day staff Professional Development time. Topics include: Strategies for Working with ELLs in Math and Literacy, Collaboratiton and Co-Teaching for Teachers of ELLs, Building Background Knowledge for ELLs, and Writing and Implementing Lesson Language Objectives, Differentiating Homework for Diverse Learners, and Understanding the NYSESLAT. P.S. 114's ESL Coordinator also ensures that staff attend ELL-related PD on SIOP and QTEL strategies.

These workshops ensure that the minimum of 7.5 hours of ELL Training for all staff (including non-ELL teachers) as per Jose P. is met as well as ensure that the ESL teachers at P.S. 114 remain on the cutting edge of ELL teaching methodology.

2. What Professional Development is offered to teachers of ELLs (including ESL and Bilingual Teachers) in supporting ELLs as they engage in the Common Core Standards?

Professional Development is administered to our staff by our ESL Coordinator, Literacy and Math Coaches, and out network support team. Professional Developments held throughout the school year take place during grade-level meetings and Extended Day staff Professional Development time. Topics include: Strategies for Working with ELLs in Math and Literacy, Collaboratiton and Co-Teaching for Teachers of ELLs, Differentiating Math Instruction fro ELLs, Building Background Knowledge for ELLs, and Writing and Implementing Lesson Language Objectives, Differentiating Homework for Diverse Learners, and Understanding the NYSESLAT. P.S. 114's ESL Coordinator also ensures that staff attend ELL-related PD on SIOP and QTEL strategies.

Teachers of ELLs, including ESL teachers, attend profesional development workshops on our common core curricula, Core Knowledge, Expeditionary Learning and Go Math. These curricula offer modifications for ELL students, which are highlighted in the common core workshops. The modifications offer teachers options for providing multiple access points to the curricula.

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

P.S. 114's Guidance Counselor, Jessica Shirley, and Dean, Vanessa Forde-Russell, meet with parents and provide them with step-by-step instructions needed to find and apply to middle schools. Staff translators are available upon request and documentation is sent to the NYCDOE Office of Translation Services to be translated to parents' native languages. The guidance staff also utilizes NYCDOE Office of Translation phone services when needed.

4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non ELL-teachers) as per Jose P.

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Objectives, Differentiating Homework for Diverse Learners, and Understanding the NYSESLAT. P.S. 114's ESL Coordinator also ensures that staff attend ELL-related PD on SIOP and QTEL strategies.

These workshops ensure that the minimum of 7.5 hours of ELL Training for all staff (including non-ELL teachers) as per Jose P. is met as well as ensure that the ESL teachers at P.S. 114 remain on the cutting edge of ELL teaching methodology.

All records of Professional Development sessions are maintained at P.S. 114; for PD sessions outside of the building, records are maintained with our Payroll Secretary, including workshop confirmations and agendas. For PD sessions conducted in-house, sign-in sheets and agendas are maintained in two places - in a coaches binder and within our Title III binder.

D. Parental Involvement

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

Parents of ELLs are invited to monthly workshops held at P.S. 114, facilitated by our ESL Coordinator, ESL Teacher and Parent Coordinator. Workshop topics include Family Literacy, Understanding the State Exams and NYC Learning Resources.

P.S. 114 also offers Adult Education classes for parents, including parents of ELLs who do not speak English. Adult classes in ESL are offered on Tuesdays, Wednesdays and Thursdays. Morning and evening sessions are offered to accommodate the needs of parents. Adult GED classes are also offered during morning and evening sessions.

P.S. 114 implements an open-door policy for parents to reach an administrator to address their needs. Our Parent Coordinator, Carol Santana, and our ESL Coordinator, Rachael Wasilewski, are readily available to assist ELL parents anytime they enter the building. Bilingual staff members provide on-the-spot translations in Arabic, Spanish, Haitian Creole, Urdu and French when needed and P.S. 114 enlists services from the NYCDOE Office of Translation services when needed.

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

Community-Based organizations that we partner with include CAMBA, the NYCDOE Office of Family Engagement, King's County Counseling Services, and Learning Leaders to provide Adult Education, Family Game Nights, Family Counseling Services, and training on how to volunteer in NYCDOE schools.

3. How do you evaluate the needs of parents?

P.S. 114 implements parental surveys and questionnaires during ESL workshops to evaluate their needs. These surveys ask 1-3 questions to evaluate efficacy of workshops and to also see what topics parents would like to cover in further workshops. On-site translators assist with survey completion.

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

P.S. 114's parental involvement activities address many of our parents needs. Adult Education classes, especially ESL classes, assist ELL parents to adapt to a new community in a new country by helping them acquire the language. P.S. 114's partnership with King's County counseling services can help new immigrant families and children make what can be a stressful transition for some into a new culture.

Parent Workshops for ELL parents address specific topics that ELL students face in school and help parents plan for their children's success. Additionally, P.S. 114's open-door policy and varied on-site translators offer parents with point-people in the community that they can count on for native-language assistance.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: P.S. 114 Ryder Elementary

School DBN: 18K114

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Darwin Smith	Principal		1/1/01
Reather Fields	Assistant Principal		1/1/01
Carol Santana	Parent Coordinator		1/1/01
Rachael Wasilewski	ESL Teacher		1/1/01
Joseph St. John	Parent		1/1/01
Sari Rosen, ESL Teacher	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Ellen Berkowitz	Coach		1/1/01
Danielle Oustatcher	Coach		1/1/01
Jessica Shirley	Guidance Counselor		1/1/01
Margaret Struk	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 05 **Network:** CFN 551

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

Part A: Needs Assessment Findings

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

P.S. 114 identifies our families in need of translations services via utilization of the Home Language Survey and use that data, along with emergency card and ATS data, to determine translation needs. Our school also interviews all parents at the time of registration, and our ESL teacher meets with all new ELL students.

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

The major findings of the schools written translation and oral interpretation needs shows that most parents speak Haitian Creole as their first language. Other languages spoken amongst the parents are Bengali, Arabic, Spanish, French and Urdu. Our findings have been reported to the school community via our parent coordinator, our PTA meetings, and back-packed letters. These are all provided in the parents first language, when translation services are available for those parents who speak Bengali. For the Arabic, Urdu, French, Spanish and Haitian-Creole speaking parents there are interpreters in the building at all times.

Part B: Strategies and Activities

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

Written language assistance services will be provided by in house school staff as well as the NYCDOE Office of Translation Services. We presently have staff members who speak Urdu, Spanish, French, Haitian Creole, and Arabic and can translate short documents into those languages. For the parents who speak/read Bengali and for longer translations of other languages, we utilize the services provided by the DOE as well as the free online translation services when available.

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.

For parent-teacher conferences, translation services are provided in house as well as by contracted translators from the DOE Translation and Interpretation Unit. We have staff members who speak Spanish, Urdu, Haitian Creole, French, Arabic. For our Bengali speaking parents, we enlist services of the NYCDOE Translation and Interpretation Unit. We also have a number of parent volunteers who speak various languages and assist with translation services.

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>.

We have fulfilled Section VII of Chancellor's Regulations A-663 regarding parental notification through back-pack letters, our parent coordinator, our general PA meetings and posters displayed throughout our lobby.

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"> Per session Per diem 		
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		