



**2014-15**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(SCEP)**

**DRAFT – PENDING NYSED APPROVAL**

**DBN: (i.e. 01M001):**

**18K114**

**School Name:**

**PS114-RYDER ELEMENTARY SCHOOL**

**Principal:**

**DARWIN SMITH**

## School Comprehensive Educational Plan (SCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: PS114K-Ryder Elementary School Number (DBN): 18K114  
School Level: Elementary Grades Served: Pre-K-5  
School Address: 1077 Remsen Avenue  
Phone Number: 718)257-4428 Fax: (718)649-5216  
School Contact Person: Carol Santana Email Address: CSantana2@schools.nyc.gov  
Principal: Darwin Smith  
UFT Chapter Leader: Scott Schwartz  
Parents' Association President: Sue Ann TimKee  
School Leadership Team  
Chairperson: Shelly Worrell  
Student Representative(s): 0

**District Information**

District: 18 Superintendent: Beverly Wilkins  
Superintendent's Office Address: 1106 East 95<sup>th</sup> street  
Superintendent's Email Address: BWilkin@schools.nyc.gov  
Phone Number: 718)566-6008 Fax: 212-356-7510

**Cluster and Network Information**

Cluster Number: Cluster 04 Cluster Leader: Chris Groll  
Network Number: 408 Network Leader: Lucius Young

## Section 2: School Leadership Team (SLT) Signature Page

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Darwin Smith	*Principal or Designee	
Scott Schwartz	*UFT Chapter Leader or Designee	
Sue Ann TimKee	*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	
Maria Shalbinski	Member/Teacher	
Angela Cozier	Member/ Teacher	
Carolyn Mevorah	Member/ Teacher	
Janet McDonald	Member/Parent	
	Member/Teacher	
Omar Bennett	Member/Parent	
Shelly Worrell	Member/parent	
Sandy Beaucicaut	Member/parent	
	Member/	
	Member/	
	Member/	

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

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

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

#### The Capacity Framework and SCEP Development

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



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

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

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

<b>The Six Elements of the Capacity Framework</b>	
<ul style="list-style-type: none"> <li> <b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and </li> </ul>	

administrators value each other.

## Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

1. Tenet 1: District Leadership and Capacity
2. Tenet 2: School Leader Practices and Decisions
3. Tenet 3: Curriculum Development and Support
4. Tenet 4: Teacher Practices and Decisions
5. Tenet 5: Student Social and Emotional Developmental Health, and
6. Tenet 6: Family and Community Engagement.

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
- **Step 3:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: SCEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

1. The Ryder Elementary School is an elementary school with 658 students from pre-kindergarten through grade 5. The school population comprises 85% Black, 10% Hispanic, 4% White, and 1% Asian students. The student body includes 13% English language learners and 4% special education students. Boys account for 51% of the students enrolled and girls account for 49%.

- Mission statement: Our students will be engaged in a rigorous quality education. The school will incorporate multi-sensory, multidisciplinary, hypermedia simulations and experiential learning into each classroom in order to make education flexible and meaningful within a framework of high standards for all students. We will provide a comprehensive learning environment fostered by a school-wide culture that is defined by, social awareness, supportive community resources, equity and excellence for all students. We will maximize learning and academic achievement by preventing and addressing barriers to learning and promoting a healthy physical and socio emotional well-being of our students.
- We will partner with families in order to develop common ground for child development that bridges differences and provides mutually supportive practices for the home and school. The school will use authentic assessments as a means to support stronger communication with parents. We will engender respect for the individual student, prize diversity and pursue a social justice agenda that includes ensuring all students have an equal opportunity to succeed at school and are prepared to be productive members of society. The three components of the school design that are most essential for achieving the mission of this school are teaching and learning, learning supports, school governance and management.
- The teaching and learning component will include an instructional program that is thematic and interdisciplinary and integrated with NYS standards. Beyond traditional instructional methods, teachers will strive to differentiate instruction, utilize multi-sensory modalities, incorporate various opportunities for active and experiential learning and capitalize on advanced technology. Students will explore issues of importance to them through collaborative and interdisciplinary projects that are global and rooted in the local community. The school will embrace the use of various structures that will allow teachers to know each student well. These structures will include small student teacher ratios, creative scheduling, teacher looping and team teaching.
- There are six primary areas of student learning support that are woven into the fabric of the school: Classroom focused learning supports, supports for transitions, community outreach to enhance resources, home involvement and engagement in schooling, crisis and emergency assistance and prevention and student and family assistances. Such supports are developed in ways that embrace a full continuum of interventions to promote health and prevent, address and correct barriers to student learning.

2. The entire school community contributes to the direction of the school and supports the principal's vision for improved student outcomes as evidenced by teacher input in determining school-wide foci and the active participation of parents as members of the school leadership team and parent-teacher association. Parents interviewed expressed knowledge of the school's annual goals and espouse, "The school is empowering". Hence, parents state that they work alongside teachers as dedicated volunteers and help set policy for school improvement. The work of developing a new grading policy is a direct result of parent voice in deciding school policy related to progress reporting. Stakeholders interviewed made favorable comments about the principal's acceptance of written plans that express ideas and new initiatives in order to make positive change for all students.

Teachers and parents appreciate the clear communication of school-wide expectations and the partnerships in place that galvanize support for continued academic success. There is an articulated vision concerning student achievement.

### 3. DTSDE Tenets:

**Tenet 2:** School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.

**Tenet 5:** Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.

**Tenet 6:** Family and Community Engagement: The school creates a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.

In reaction to the DTSDE, as a school community we will continue to work on teacher practices and decisions.

- **Tenet 3:** We must further develop rigorous and coherent curriculum and assessments that are appropriately aligned to the New York State (NYS) P-12 Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to deepen and maximize teacher instructional practices and student-learning outcomes.
- **Tenet 4:** In addition, teachers must engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students and pertinent subgroups experience consistent high levels of engagement, thinking and achievement.

## 18K114 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	605	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	68.9%	% Attendance Rate		91.6%
% Free Lunch	70.9%	% Reduced Lunch		0.8%
% Limited English Proficient	9.6%	% Students with Disabilities		18.9%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		85.5%
% Hispanic or Latino	8.3%	% Asian or Native Hawaiian/Pacific Islander		1.6%
% White	4.5%	% Multi-Racial		0.2%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	3.47	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		2.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	1.0%	Average Teacher Absences (2013-14)		9.21
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	15.2%	Mathematics Performance at levels 3 & 4		16.3%
Science Performance at levels 3 & 4 (4th Grade)	69.9%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		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 (2012-13)				
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	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	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 (2012-13)				
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 (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

## 18K114 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	605	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	68.9%	% Attendance Rate		91.6%
% Free Lunch	70.9%	% Reduced Lunch		0.8%
% Limited English Proficient	9.6%	% Students with Disabilities		18.9%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		85.5%
% Hispanic or Latino	8.3%	% Asian or Native Hawaiian/Pacific Islander		1.6%
% White	4.5%	% Multi-Racial		0.2%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	3.47	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		2.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	1.0%	Average Teacher Absences (2013-14)		9.21
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	15.2%	Mathematics Performance at levels 3 & 4		16.3%
Science Performance at levels 3 & 4 (4th Grade)	69.9%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		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 (2012-13)				
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	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	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 (2012-13)				
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 (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
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% Limited English Proficient	9.6%	% Students with Disabilities			18.9%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American			85.5%
% Hispanic or Latino	8.3%	% Asian or Native Hawaiian/Pacific Islander			1.6%
% White	4.5%	% Multi-Racial			0.2%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	3.47	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			2
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% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					
<b>Accountability Status – Elementary and Middle Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
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	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	NO	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 (2012-13)					
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				
<b>Accountability Status – High Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

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

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	E
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	D
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	D
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	E

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

- According to the school's IIT review, school strengths include school leadership support and facilitation of CCLS-aligned, rigorous curricula. Leaders and teachers also have created a data-driven culture by utilizing student assessments to analyze and create action plans that inform and drive student achievement.
- According to our IIT review, areas for improvement include stronger alignment of unit and lesson plans to the CCLS curricula. Materials and questioning must stimulate higher-order thinking and build deeper connections concepts and content knowledge.
- School leaders and teachers must ensure teacher collaboration within and across grades and subjects. Curricula should incorporate the arts, technology and other enrichment opportunities.
- School priority needs include creating and deepening unit and lesson plans to stimulate higher-order thinking and to enrich conceptual understanding and knowledge around specific content. Priority needs also include ensuring that teacher collaboration within and across grades and subjects and incorporating the arts, technology and other enrichment opportunities.
- Next steps include developing a questioning protocol that stimulates higher order thinking, developing protocols to analyze student work and student data

### Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in

Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

From September 2014-June 2015, 100% of students will be engaged in units and lessons that are driven by Common-Core Learning Standards and are based on recurring analysis of student data. Instructional planning will deliberately design numerous opportunities for all students to access the content, from multiple access points, including access to arts, technology, and other enrichment activities. School leadership and teachers will collaborate vertically and horizontally to analyze and create action plans that will inform instruction and drive greater student achievement outcomes by engaging students through critical and higher-order thinking skills.

Goal: By June 2015, 2<sup>nd</sup> through 5<sup>th</sup> grade students reading at or above grade level will have increase by 5% as measured by Fountas and Pinnell Benchmark Reading Assessment in order to increase reading proficiency.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>1. In Pre-K, thematic units are created that tie together math, reading, writing, social studies and science. Teachers align all units to the Pre-Kindergarten Foundations to the Common Core to ensure students will be ready for academic success in Kindergarten. The Core Knowledge curriculum is implemented across grades K-2 and Expeditionary Learning curriculum is implemented across grades 3-5. Core Knowledge, Go Math, Reading and Writing Workshop and School wide Writing Units are implemented across grades K-5. Professional Development cycles will be based on the ELA and Math curriculum goals and teacher’s Advance performance data from the 2013-2014 school year.</p> <p>PD tools will include videos, professional literature, inter- and intra- visitations, modeling, and workshops. Systems and structures include Professional Learning Communities that utilize Data Driven Dialogue Protocol and Vertical Inquiry Teams that utilize a Vertical Slice Protocol. In PLC’s, teacher teams analyze data from weekly assessments.</p>	<p>Grades Pre-K - 5 teachers  All students</p>	<p>Sep. 2014- Jun. 2015</p>	<p>School Leadership, Instructional Coaches, ESL Coordinator, Grades Pre-K-5 Teachers</p>
<p>2. Strategies to address students with disabilities include flexible scheduling, sub teachers to provide small group instruction, differentiated instruction, use of technology and supplemental programming. English Language Learners</p>	<p>SWDs, ELLs, Overage/HOs, SIFE</p>	<p>Sep. 2014- Jun. 2015</p>	<p>Special Education and General Education Teachers, ESL</p>

<p>needs are addressed through rigorous classroom instruction, ESL services and supplemental ELL programming including and ESL After-School Academy and native language tutoring in English Language Arts and Mathematics. Content standards and curricula are adapted to meet the challenges other high-need students and students from each aforementioned subgroup are also referred for RTI push-in and pull-out groups and AIS push-in and after-school services on an as-needed basis.</p>			<p>Teachers, RTI and AIS providers</p>
<p>3. To increase parent involvement and engagement, parents will receive a Report Card 3 times a year and an interim Progress Report 3 times per year. Teacher-parent contact will occur weekly after school on Tuesdays, as well as during Parent-Teacher Conferences in November and March to share progress or concerns. Newsletters will be distributed monthly with an explanation of current units of study. After each Fountas and Pinnell Assessment, parents will receive the results of the assessment as well as a list of strategies on how they can help their child at home. During parent workshops, parents will be given their child's 2014 NY State test scores including the breakdown of standards. After writing units, teachers will hold publishing parties that celebrates students' writing pieces.</p> <p>Limited English Proficient parents are encouraged to take Adult ESL classes held at P.S. 114. LEP parents are also encouraged to attend monthly ESL workshops at P.S. 114, on topics that pertain to the learning needs of their children. P.S. 114 also holds a Native Language Read-Aloud Brunch for families who speak other languages at home in various languages including Arabic, Punjabi, Urdu, Haitian Creole, and Spanish.</p> <p>4. Students will be grouped based on various data sources to address specific targeted skills identified through formative and summative assessments. Goal is to build transparency and trust across the school community, data is shared with parents during parent teacher conferences every Tuesday.</p> <p>We will conduct reading and writing parent workshops, host parent forums throughout the year to continue to build trust, engagement and involvement</p>	<p>All parents</p>	<p>Sep. 2014- Jun. 2015</p>	<p>School Leadership, Instructional Coaches, ESL Coordinator, Grades Pre-K-5 Teachers</p>

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

1. Instructional materials to support curriculum development during the regular school day and after school program, Time allotted for weekly instructional team meetings, Time allotted for Principal Forum, Supervisor per session for after school (as funding permits) , Teacher per session for after school (as funding permits), Coverage provided by content area specialist
2. Instructional Materials to meet the needs of at risk students. e.g. Foundations, Words Their Way, Imagine Learning, and Leveled Literacy Intervention, Time allotted for Principals Forums, Time allotted for 1 on 1 parent meetings
3. Teachers will receive differentiated professional development during the school day by peer teachers, by the network/and or via per session as funding permits.
4. peer Teachers, Teachers, Principal and Parent Coordinator will host literacy and math workshops, Time allotted for analyzing data in order to group students

**Part 5 – Budget and Resource Alignment**

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

x	<b>Tax Levy</b>	x	<b>Title I Basic</b>		<b>Title I 1003(a)</b>		<b>Title IIA</b>		<b>Title III</b>	x	<b>P/F Set-aside</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

By February 2015, the number of students reading at or above grade level will increase by 2 % as measured by Fountas and Pinnel Benchmark Reading Assessment in order to increase reading proficiency.

**Part 6b.** Complete in **February 2015.**

<ul style="list-style-type: none"> <li>• Did the school meet the mid-point benchmark(s) in the timeframe specified?</li> </ul>		Yes		No
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- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	H
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	D
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	E
5.5	The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful.	D

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

According to the HEDI rating the school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health. All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.

According to the schools HEDI rating, areas which are in the developing stage and in need of improvement is the school articulating and systematically promoting a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students. The school leader and student support staff working together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

To improve student outcomes and school performance during the 2014-2015 school years, that will address the Capacity Framework element-Supportive Environment.

Goal: By June 2015, 80% of the students at P.S. 114 will have participated in 10 experiential programs designed to communicate our healthy, safe, and caring learning environment.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<p>7. PBIS is one of the research-based instructional programs that provide professional development, and /or systems and structures needed to impact change.</p> <ul style="list-style-type: none"> <li>• PBIS is aligned to the citywide instructional expectation of reviewing school-based evidence of meeting higher standards by establishing a systemic approach to addressing students' emotional and behavioral needs.</li> <li>• This system will support the School Implementation Team's work on tracking and monitoring evidence of student growth and gaps. In addition the development of our school-wide PBIS program founded on the responsive classroom approach.</li> <li>• NYU ParentCorps is another program used to impact the changes needed and to help meet our goals. It is a unique multidimensional, evidence based approach to supporting the school and our families. This family-centered, school-based preventative intervention is designed to foster healthy development and school success among children ages 3-6.</li> </ul>	Grades Pre-K - 5	Sep. 2014- Jun. 2015	<ul style="list-style-type: none"> <li>• Guidance Counselor</li> <li>• Support Staff</li> </ul>
<p>8. To address the needs of students with disabilities, English language learners, and other high-need students the school psychologist Ms. Riaz is designated the role of Functional Behavior Assessment Facilitator.</p> <ul style="list-style-type: none"> <li>• She is responsible for administering the Functional Behavior Assessments and collaboratively developing BIPs. Ms. Riaz also reviews and modifies the BIPs conjunctly with the IEP Team (special education teacher, general education, Related Service providers, Parent, SBST, cluster teachers and/or administration) in order to ensure it is a living document that accurately reflects students' progress.</li> <li>• Direct and Indirect data is reviewed by the IEP team. An FBA and BIP will be developed. BIP will be implemented by</li> </ul>	Grades Pre-K - 5	Sep. 2014- Jun. 2015	All Staff

<p>the school team. Student’s behavior will be monitored and reviewed on a regular basis.</p> <ul style="list-style-type: none"> <li>• Support will be provided by the school psychologist, and the guidance counselor.</li> <li>• FBA/BIP training will be provided to school staff by the school psychologist, guidance counselor, and special education administrator. Training sessions for developing quality BIPs and a tracking/monitoring system for consistent BIP reviews will be on going. Building partnerships across schools with other SBSTs to share best practices around FBA and BIPs will assist us in meeting the need of our students with disabilities. Focusing on IEP goals during scheduled PD sessions during Monday</li> </ul>			
<p>9. Proactive and persistent communication remains our strategy to increase parent involvement and engagement. Continuous communication with parents throughout the school year about class rules, expectations, and goals involves them in the educational process in meaningful ways. Informing families about classroom routines (such as weekly quizzes) and providing them with specific ways they can help at home provides parents with structured opportunities to participate in their child’s education.</p> <ul style="list-style-type: none"> <li>• Home-school communications is more effective because parents and teachers identify the best ways (e.g., phone calls, notes, or a home-school journal) and times they can be reached. This minimizes the frustration both parents and teachers have when they are not able to make contact with each other and, more importantly, makes sure that the message gets through. Using a variety of approaches and follow-up communications can increase the number of parents educators reach. And it maintains the flow of information that can lead to a child’s improved academic and social performance.</li> <li>• Other strategies to increase parent involvement and engagement, will include but are not limited to the following: 1)Parent of the Month Club” – recognition of parent contributions to the school Community, 2) Three for Me” Project (parents pledge to volunteer three hours per year per child), 3) Parent workshops on how to support student learning in specific subject areas, 4) Programs to encourage English for Speakers of Other Languages (ELLs)parents to become involved, 5) Daily or weekly tutoring sessions in which parent volunteers assist children who need extra remediation in certain areas, 6) Planning sessions with parents to help them develop strategies for supporting their child’s success inside and outside of the classroom,7) Incorporating student performances into family-oriented events, 8) Develop and use a home-to-school/school-to-home communication system, using methods that work best for specific parents and teachers (mail, the phone, email, communication notebooks, face-to face meetings), 9) Send home parent input sheets and surveys for parents to make suggestions for creating</li> </ul>	<p>Grades Pre-K - 5</p>	<p>Sep. 2014- Jun. 2015</p>	<p>All Staff</p>

10. All classroom teachers will implement daily morning meetings, in order to provide students with social emotional support and insure students feel safe and supported in school.			
The school addresses the Capacity Framework element of Trust by providing an open door policy.	Grades Pre-K - 5	Sep. 2014- Jun. 2015	All staff members

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Training for all staff and parents. Instructional material to facilitate training.

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.													
x	<b>Tax Levy</b>	x	<b>Title I Basic</b>		<b>Title I 1003(a)</b>		<b>Title IIA</b>		<b>Title III</b>	x	<b>P/F Set-aside</b>		<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.													

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
<ul style="list-style-type: none"> <li>Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</li> <li>Specify a timeframe for mid-point progress monitoring activities.</li> </ul>				
By February 2015 there will be a 10% increase in the number of student completing homework assignments on time. Homework detention referrals will decrease by 50%, as reported by classroom teachers in grades three through five.				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

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

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

**Part 1 – Needs Assessment**

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

<b>Tenet 4 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	D
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	D
4.4	Teachers create a safe environment that is responsive to students’ varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	D
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	D

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

- DTSDE Report accurately surfaced significant gaps in our instructional practices that required increased, more precise alignment to CCLS. As a result of our analysis throughout 2013-2014 school year, we have developed instructional practices and strategies that are organized around annual, unit and daily lesson plans and that are deliberate in their design to meet established student goals and promote high levels of student engagement and inquiry.
- After reflecting upon our past practices and analyzing various data sources, this year we have aligned our year-long plan to include units that ensure repetition of skills and strategies to ensure depth of knowledge. In particular, we are making sure that each unit reviews skills and strategies taught in prior units and that each unit builds upon one another, hence deepening the learning.
- The school’s CCLS-aligned curriculum provides various tools designed to engage our diverse community of learners. Some of these tools include questioning and discussion protocols including sentence frames, jigsaw readings, think/write-pair-share, fishbowl, gallery walks, and double-entry journals.
- Teachers plan lessons based on individual and class trends. Units also build upon one another across genres, thus exposing students to multiple skills and then increasing the depth of learning during subsequent units. Data from weekly assessments is used to differentiate instruction and create small groups for targeted instruction.
- Improved alignment to the CCLS ensures that all instruction is standards-driven; with curriculum alignment in place teachers are able to utilize data analysis of various data points such as regularly administered benchmark ELA and Math assessments, weekly assessments, conference notes, exit slips, reading response journals, homework, Fountas and Pinnel scores and small-group assessments. Weekly assessments are aligned utilizing standards, language and content that mirrors the standards, language and content found on ELA and Math exams. These practices have

increased student time-on-task, engagement and performance.

- stimulate higher-order thinking and to enrich conceptual understanding and knowledge around specific content.

**Part 2 – Annual Goal**

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2014-2015 school years, 100% of our students will be engaged through specifically designed CCLS-aligned curriculum that provides multiple access points and is tailored to the strengths and needs of all students. Goal: By June 2015, students in grades 3 thru 5 will demonstrate progress towards achieving state standards as measured by a 10% decrease in students scoring at Level 1 on the NYS ELA assessment.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> <li>Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>Strategies to increase parent involvement and engagement</li> <li>Activities that address the Capacity Framework element of Trust</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>4. In Pre-K, thematic units are created that tie together math, reading, writing, social studies and science. Teachers align all units to the Pre-Kindergarten Foundations to the Common Core to ensure students will be ready for academic success in Kindergarten. The Core Knowledge curriculum is implemented across grades K-2 and Expeditionary Learning curriculum is implemented across grades 3-5. Core Knowledge, Go Math, Reading and Writing Workshop and School wide Writing Units are implemented across grades K-5.</p> <ul style="list-style-type: none"> <li>Professional Development cycles will focus on creating protocols to analyze student work and outcome data, creating assessments and action plans, aligning assessments based on the CCLS standards and test question formats, will be based on the ELA and Math curriculum goals and teacher’s Advance performance data from the 2013-2014 school year.</li> <li>PD tools will include videos, professional literature, inter- and intra- visitations, modeling, and workshops. Systems and structures include Professional Learning Communities that utilize Data Driven Dialogue Protocol and Vertical Inquiry</li> </ul>	<p>All students</p>	<p>Sept 4, 2014 through June 2015</p>	<p>All staff members</p>

Teams that utilize a Vertical Slice Protocol. In PLC's, teacher teams analyze data from weekly assessments.			
5. Strategies to address students with disabilities include flexible scheduling, sub teachers to provide small group instruction, differentiated instruction, use of technology and supplemental programming. English Language Learners needs are addressed through rigorous classroom instruction, ESL services and supplemental ELL programming including and ESL After-School Academy and native language tutoring in English Language Arts and Mathematics. Content standards and curricula are adapted to meet the challenges other high-need students and students from each aforementioned subgroup are also referred for RTI push-in and pull-out groups and AIS push-in and after-school services on an as-needed basis.	All students	2014 -2015	All staff members
3. Strategies to increase parent involvement and engagement, will include but are not limited to the following: 1)Parent of the Month Club” – recognition of parent contributions to the school Community, 2) Three for Me” Project (parents pledge to volunteer three hours per year per child), 3) Parent workshops on how to support student learning in specific subject areas, 4) Programs to encourage English for Speakers of Other Languages (ELLs)parents to become involved, 5) Daily or weekly tutoring sessions in which parent volunteers assist children who need extra remediation in certain areas, 6) Planning sessions with parents to help them develop strategies for supporting their child’s success inside and outside of the classroom,7) Incorporating student performances into family-oriented events, 8) Develop and use a home-to-school/school-to-home communication system, using methods that work best for specific parents and teachers (mail, the phone, email, communication notebooks, face-to face meetings), 9) Send home parent input sheets and surveys for parents to make suggestions.			
4. Teacher teams will meet using school wide protocol for looking at and evaluating student work and instructional lessons in collaboration with the Danielson Framework.			

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Professional development for all teachers, student resource books and related material.

**Part 5 – Budget and Resource Alignment**

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

x	<b>Tax Levy</b>	x	<b>Title I Basic</b>		<b>Title I 1003(a)</b>		<b>Title IIA</b>		<b>Title III</b>	x	<b>P/F Set-aside</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 6. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 7. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, there will be a 10% increase in student performance on weekly assessments. Eighty percent of students in grades three through five will score 75 or higher on their weekly assessments, which are designed to inform and improve instructional techniques and guide strategic planning.

**Part 6b.** Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

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

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

	Tenet 2 Statement of Practice (SOP) Addressed	HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	E
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	E
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	D

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The school community shares a vision aligned to the school’s improvement practices. The vision is posted on the school’s website and is visible throughout the building. School vision was created and revised as a collaborative effort between school leadership, staff, and families. The school community shares in the vision for improved student outcomes. Collaborative actions and practices have led to an understood vision shared across the community, leading to the achievement of school-wide goals.

The school has three literacy coaches to support English language arts instruction. Coaches were observed assisting teachers by analyzing data to move teachers toward accomplishing the vision of the school. The school leader facilitates regular weekly meetings with coaches and the assistant school leader to assess student and teacher work. Teachers collaborate weekly during scheduled meetings as well as informally on a daily basis across grade levels. These practices result in staff members actively engaged in the process of meeting mission-critical goals.

School leadership ensures instructional support by directing three literacy coaches, a math coach and two English as Second Language (ESL) teachers to provide targeted professional development to teachers based on feedback from teacher evaluations. Data analysis is pivotal in deciding allocation of resources to address instructional gaps and improve teacher performance. Systems used to collect and analyze student data include Advance, STARS, ARIS, and Excel spreadsheets.

Areas of improvement have included development and implementation of a teacher observation schedule. All teacher

observations are recorded into the Advance rating system for teacher effectiveness. Teachers are evaluated utilizing the Danielson Framework for Teaching.

**Part 2 – Annual Goal**

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

100% of teachers and staff will be observed utilizing the Danielson Framework for Teaching. All teacher performance data will be used as to improve individual and school-wide practices in critical areas, such as student achievement, curriculum and student practices.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> <li>5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>7. Strategies to increase parent involvement and engagement</li> <li>8. Activities that address the Capacity Framework element of Trust</li> </ol>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
School leadership facilitated a professional learning series on creating a shared instructional vision, utilizing articles from professional journals to guide teacher conversations around a shared school vision.	All teachers and support staff	Sept 4, 2014 through June 2015	All staff members
Strategies to address the needs of high-need student subgroups include reorganization of classroom/student groupings based on three-point criteria – academic needs, social-emotional needs and gender. ELLs, students with disabilities, and other high-need subgroups were placed utilizing data collected from school specialists including ESL teachers, SBST Team and the Guidance Team in addition to the three-point criteria.	All teachers and support staff	Sept 4, 2014 through June 2015	All staff members
School vision was created and revised as a collaborative effort between school leadership, staff, and families as part of an ongoing collaboration between families and the school.	All teachers and support staff	Sept 4, 2014 through June 2015	All staff members
Vertical grade level team will set school wide goals for professional learning, quality instruction and student progress.	All teachers and support staff	Sept 4, 2014 through June 2015	All staff members

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Laptops, Instructional software, professional development, instructional material,

**Part 5 – Budget and Resource Alignment**

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

x	<b>Tax Levy</b>	x	<b>Title I Basic</b>		<b>Title I 1003(a)</b>		<b>Title IIA</b>		<b>Title III</b>	x	<b>P/F Set- aside</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

By February 2015 in order to plan for differentiated learning opportunities and to monitor student progress making adjustments when necessary. Continue to be responsive to teacher and student needs, the Educational Leadership Team (with a representative from each grade level team) will hold a minimum of 3 meetings per month from October 2014 to February 2015.

**Part 6b.** Complete in **February 2015**.

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

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

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

**Part 1 – Needs Assessment**

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

<b>Tenet 6 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	H
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.	E
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	D

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

- DTSDE found the school to be a welcoming place. The building has undergone aesthetic renovations over the past 18 months; the corridors have bright lighting; and prominent areas are equipped with LCD monitors, which are connected to security cameras for increased visibility and overall safety. Parents reported that the school leader and teachers are accessible to parents and that they know who to go to for assistance at the school. Parents also shared that they feel welcomed at the school at all times.
- As a school we proactively cultivate trusting and respectful relationships with diverse families. Information from Community Education Council (CEC) meetings has informed the school of community news, such as the current year’s influx of Urdu speaking families. From this information, the school leadership brainstorms ideas of how to include and support new families, as well as how to prepare for challenges that the school may face regarding the community needs and changes. The school offers a General Equivalency Diploma (GED).  
The school holds Parent Teacher Association (PTA) meetings monthly and periodic workshops to assist parents in identifying the best ways to support their children. The school has a team of approximately ten parent volunteers that work in the school regularly to support school-wide needs.

The school has family events, multicultural assemblies, and food festivals to allow families to celebrate their cultures. These welcoming atmosphere and the multiple events at the school encourage frequent engagement between families and the school, which allows families to support their children's learning.

**Part 2 – Annual Goal**

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Goal: By May 2015, all classroom teachers, grades Kindergarten through fifth grade will increase parental participation by 10%. In grades 3 thru 5 will students will demonstrate progress towards achieving state standards as measured by a 5% increase in students scoring at level 2 on the NYS Math assessment.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> <li>11. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>12. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>13. Strategies to increase parent involvement and engagement</li> <li>14. Activities that address the Capacity Framework element of Trust</li> </ol>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Curricular celebration invitations will be sent home at least 2 weeks in prior to actual date	All students and families	10/2014-6/2015	Administrators, teachers and parents
Parent calendars and newsletters will include dates for curricular celebrations throughout the year.	All students and families	9/2014-6/2015	Administrators, teachers and parents
Parent calendars and newsletters will include dates for curricular celebrations throughout the year.	All students and families	9/2014-6/2015	Administrators, teachers and parents
Parent forums will be hosted every Friday and parent workshops will be hosted on a monthly basis. Topics for workshops will be selected based on parent feedback via our parent coordinator.	All students and families	9/2014-6/2015	Administrators, teachers and parents

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Resources ,including but not limited to technology, for creating essential material for inviting and hosting curriculum celebrations  
 Survey to determine the need and effectiveness of workshops provided for parents  
 Time and location allotted for weekly meeting with parents,  
 Funding.

**Part 5 – Budget and Resource Alignment**

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

x	<b>Tax Levy</b>	x	<b>Title I Basic</b>		<b>Title I 1003(a)</b>		<b>Title IIA</b>		<b>Title III</b>	x	<b>P/F Set-aside</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

By February 2015, parents will be invited to a minimum of 3 curricular celebrations in order to increase parent engagement in school activities as measured by the Parent Learning survey. The school will host 3 curriculum celebrations to increase parental involvement and showcase student learning.

**Part 6b.** Complete in **February 2015**.

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

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**Section 6: Academic Intervention Services (AIS)**  
**(Required for All Schools)**

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Grades K-2: Level 1 as determined by Fountas & Pinnell reading assessments and grade-level benchmark goals. Grades 3-5: levels 1 and 2 as determined by Fountas & Pinnell reading assessments and grade-level benchmark goals.	Grades K-2 - the following strategies are used: Multi-sensory phonics lessons Guided Reading Repeated Readings Interactive Writings Grades 3-5 - the following strategies are used: Guided Reading Repeated Readings	Services are delivered through both push-in and pull-out small groups.	Grades K-5 Level 1: services are provided during the school day. Grades 3-5 Level 2: Services are delivered after-school.
<b>Mathematics</b>	Go- Math weekly assessments, NYS math assessment results, formative assessments	Small groups, manipulatives, technology	Services are delivered through both push-in and pull-out small groups.	Grades K-5 Level 1: services are provided during the school day. Grades 3-5 Level 2: Services are delivered after-school.
<b>Science</b>	Science program, workbooks, technology	Small groups, manipulatives, technology	Services are delivered through both push-in and pull-out small groups.	During the school day and after-school
<b>Social Studies</b>	Literacy program	Small groups, manipulatives, technology	Services are delivered through both push-in and pull-out small groups, homework	During the school day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Classwork performance, IEP mandates, teacher referrals, parent requests	Student recognition programs, Support staff conferences with student and parent, Kings county hospital clinical support, PBIS programs	Services are delivered through both push-in and pull-out small groups.	Services will be provided during and after-school hours

## Section 7: Title I Program Information

**Directions:**

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

**Part 1: Title I Status**

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

**Part 2: All Title I Schools**

**2a. Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> <li>• Networking with various graduate school programs</li> <li>• School wide professional development</li> <li>• Targeted individual professional development</li> <li>• Peer to peer support</li> <li>• Mentoring</li> <li>• Required professional journal reading</li> <li>• Highly supportive and driven professional learning community</li> <li>• Data driven teacher assignments, scheduling and staffing</li> </ul>

**2b. 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).
All staff are assigned, scheduled to participate in at minimum 100 hours professional development, based on level of performance and needs of students, teachers and paraprofessionals work alongside an instructional coach or grade leader to close performance gaps, improve communication skills, development classroom management strategies, etc

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**3b. TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).
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**Part 4: SWP Schools Only**

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

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

All teachers, pre-k through 5<sup>th</sup> grade meet regularly to discuss curriculum alignment, instructional standards and gaps in student performance. This information is used to improve student transition from early childhood to the elementary school program. All early child parents are scheduled to meet with the designated staff member to discuss concerns, action plans and the learning community.

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

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

All teachers, pre-k through 5th grade meet weekly to discuss curriculum alignment, instructional standards and gaps in student performance. Each grade has a designated grade leader, selected by teachers on the grade for the purpose of ensuring transparent communication, current/relevant and accurate information about grade level goals and resources needed to meet student outcome goals. Teachers select, review and evaluate a myriad of assessment material for the purpose of surfacing and closing instructional performance gaps.

**4c. "Conceptual" Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	406,432.00	X	P. 14, P. 18, P. 21, P. 25, P. 28,
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	102,886.00	X	P. 14, P. 18, P. 21, P. 25, P.28,
Title II, Part A	Federal			
Title III, Part A	Federal	11,200x	x	P. 14, P. 18, P. 21, P. 25, P.28

Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	2,798,125.00	X	P. 14, P. 18, P. 21, P. 25, P. 28,

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the

participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

## Section 9: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

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

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

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

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### Parent Involvement Policy (PIP) PS 114

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

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

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

school's Title I program. This information will be maintained by the school.

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;

- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

### School-Parent Compact (SPC)

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

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

**II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;

- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

**III. Student Responsibilities:**

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
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 [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>18</b>	Borough <b>Brooklyn</b>	School Number <b>114</b>
School Name <b>P.S. 114 Ryder Elementary School</b>		

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>578</b>	Total number of ELLs	<b>60</b>	ELLs as share of total student population (%)	<b>10.38%</b>
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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														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Push-In			2			2								4
Pull-out	2	2	1	2	2	1								10
<b>Total</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>14</b>						

## 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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	52	1	2	8	0	3	0	0	0	60

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	52	1	2	8	0	3	0	0	0	60
Number of ELLs who have an alternate placement paraprofessional: <u>1</u>										

**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
<b>TOTAL</b>	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	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	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	
<b>TOTAL</b>	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
<b>TOTAL</b>	<b>4</b>	<b>11</b>	<b>12</b>	<b>8</b>	<b>15</b>	<b>10</b>	<b>0</b>	<b>60</b>						

## 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
Intermediate(I)	1	2	4	3	5	1								16
Advanced (A)	1	4	3	3	8	4								23
Total	<b>4</b>	<b>11</b>	<b>12</b>	<b>8</b>	<b>15</b>	<b>10</b>	<b>0</b>	<b>60</b>						

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>													

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 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:**

- 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 intermediats, 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:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

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:
- How are the English-proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?

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 school's 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 school's 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])?
  - a. What are the organizational models (departmentalized/push-in/co-teaching/pull-out)?

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.

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

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

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

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

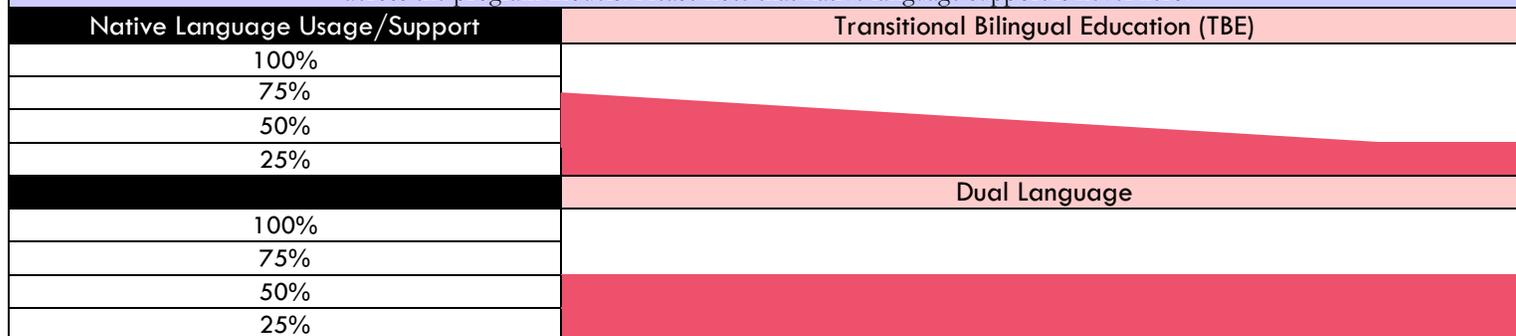
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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



	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
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.

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.

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 our 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 our 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 professional 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.

Professional Development is administered to our staff by our ESL Coordinator, Literacy and Math Coaches, and our 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.

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:

**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**

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

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

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

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.



**Department of English Language Learners and Student Support**

Milady Baez, Senior Executive Director  
 52 Chambers Street, Room 209  
 New York, New York 10007  
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>50</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>5</u>
# of certified ESL/Bilingual teachers: <u>2</u>
# of content area teachers: <u>3</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: P.S. 114 has found through various types of assessments that ELL students are struggling more with with reading and writing as opposed to listening and speaking. For example, many continually entitled students scored at advanced or proficient listening and speaking levels on the 2014 NYSESLAT; however, many of those same students scored at beginner and intermediate levels on the reading and writing portions of the exam. For this reason, P.S. 114 will implement an ESL After-School Reading and Writing Academy which will focus on guided reading and writing instruction.

Selected ESL students in grades K-5 will meet twice a week, on Wednesdays and Thursdays, from 2:30pm to 4:30pm. Students will be chosen in cycles, according to several sets of data including NYSESLAT, Fountas and Pinnell, Periodic Assessment and teacher-created benchmark data. Each cycle will last four weeks, beginning the week of November 17<sup>th</sup> and ending the week of April 27<sup>th</sup>. Students will be assessed at the beginning of each cycle and grouped homogeneously according to various data points and gaps. For example, for the first four weeks of the program, students will be grouped based on Fountas and Pinnell reading levels and skills assessed in a teacher-administered ESL benchmark assessments. After the first four weeks of the program, students will be reassessed and re-grouped according to skills mastered or not mastered on the re-assessment.

The program will service 50 ESL students, in five groups of ten. Each group will consist of no more than ten students and all instruction will take place in English. The program will be implemented by two certified ESL teachers and three content-area teachers. The ESL After-School Academy will implement guided reading with emphasis on academic vocabulary acquisition, phonics, grammar 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 will use materials crafted by the teachers of the program, guided reading lesson plans from ReadingA-Z.com, and Wilson Foundations for those students who struggle with phonics and phonemic awareness. All materials will be chosen and adapted to meet the needs of each homogeneous student group.

## 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: ESL Professional Development at P.S. 114 to our general education staff will be administered by our two ESL certified teachers, Rachael Wasilewski and Sari Rosen, and our network support team. Title III teachers are also chosen to attend Office of ELLs trainings, conferences and

### Part C: Professional Development

Profesisonal Development sessions. These professional development workshops will be held throughout the school year, during professional development days, grade level meetings and professional periods, and during Lunch & Learn sessions, with each session lasting from 1-2 hours. Topics will include Reading and Writing Strategies for ELLS, SIOP Overviews, Overview of the NYSESLAT; Academic Vocabulary-Building Strategies, Teaching Math to English Language Learners and ELLs and the Common Core. Teachers with significant ELL classroom populations will also be chosen to attend OELL workshops on topics germane to their roles. Professional Development activites will also center around reading and writing literacy strategies and how to bridge speaking/listening and reading/writing skills.

### 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 activites and other various student learning and family-centered topics. Parents are informed of these 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 Sari Rosen, and the parent coordinator, Carolann Santana.

P.S. 114 will also implement a Read-Aloud Brunch for families who speak other languages at home. The Read-Aloud Brunches will take place twice a month, at 9:00 a.m., and will cycle different language groups. Parents and families will be encouraged to bring younger siblings who may be at home with them during the school day as well as extended family members who may live with them. Native-Language read-alouds will be conducted by bilingual staff and parent volunteers.

### Part E: Budget

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

Allocation Amount: \$ \_\_\_\_\_

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