



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):	18K114
School Name:	P.S. 114 RYDER ELEMENTARY
Principal:	DARWIN SMITH

School Comprehensive Educational Plan (SCEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan (SCEP)

Section 4: SCEP Overview

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

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)

Section 1: School Information Page

School Information

School Name: PS114K-Ryder Elementary School Number (DBN): 18k114
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
SLT Chairperson: Shelly Worrell
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Anmarie Horton
Student Representative(s): 0
0

District Information

District: 18 Superintendent: Beverly Wilkins
Superintendent's Office Address: 1106 East 95th street, Brooklyn NY 11236
Superintendent's Email Address: BWilkin@schools.nyc.gov
Phone Number: (718)566-6008 Fax: (212)356-7510

Borough Field Support Center (BFSC)

BFSC: _____ Director: Cheryl Watson Harris
Director's Office Address: 415 89th Street, Brooklyn, NY 11209
Director's Email Address: CWatson21@schools.nyc.gov
Phone Number: 718-923-5171 Fax: _____

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 that they have been consulted with 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:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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 (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	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/Para	
Angela Cozier	Member/ Teacher	
Carolyn Mevorah	Member/Teacher	
Janet Mcdonald	Member/parent	
Omar Bennett	Member/ parent	
Ann Marie Horton	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Roni Schoenfeld	Member/	
Reather Fields	Member/ Assistant Principal	
	Member/	

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

The School Comprehensive Educational Plan (SCEP) 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 SCEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City’s Public Schools and All of Our Students*.

The Framework for Great Schools and SCEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

The Six Elements of the Framework for Great Schools

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.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: 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 administrators value each other.

Accountability Tools and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

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:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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 3:** 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 most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.
- **Step 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

CONTEXTUAL INFORMATION

1. The Ryder Elementary School is an elementary school with 656 students from Pre-Kindergarten through grade five. Our 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

- Mission statement: Throughout this new school year 2015- 2016 our students will be engaged in a rigorous quality education. The school will incorporate multi-sensory, multidisciplinary, multimedia lessons and experiential learning experiences into each classroom in to make education is 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, and equity and excellence for all students. We will maximize learning and academic achievement by preventing and addressing barriers to learning, decreasing teacher student ratio and promoting a healthy physical and pro 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 that 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 CCLS 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 to 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 our 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 assistance. 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.

STRATEGIC COLLABORATIONS /PARTNERSHIPS

- NYU Dentistry-Mobile van comes monthly for the students
- Coney Island Hospital –Medical Van-for adults
- Famous Authors-Story Telling for grades 2nd through 5th
- WOW Program-TD Bank-Classroom Financial education lessons for the students
- Adult Education Program-Basic Education Classes for Adults 21 and older
- Food Town Partnership-donations and gift cards for families in need
- DOE-Special Education Parent Workshops-to inform parents of special need students of their rights and resources available.
- Adult ESL Program-Learning English classes for adults 21 and older
- NYU Parent Corp-Early childhood workshops for parents
- Smart Source Inc.-Reading and math (Common Core Standards) workshops for the parents
- CAMBA/HES-After-school programs-Monday-Friday 2:30-5:20pm
- Arts/Music-In the class music-serving grades first and second
- Residency with 92nd street Y-introducing our students to the arts of music, theater and dance
- New Victory Theatre-Arts & Drama-All Grades
- Community Works-Performing Arts – All Grades
- Kings County Mental Health Services-Parent Support Services-classroom support,(help teachers and students have productive lessons and support
- Family Support meetings-monthly meetings to provide in house or outside services for mental, physical and/or housing assistance needs as well as job/career resources.
- Parent Reading Club- weekly meet on Tuesdays to discuss parent training books and how we can better support the parent

SPECIAL SCHOOL POPULATIONS

2. P.S. 114 implements action plans for all ELL subgroups, including Students with Interrupted Formal Education (SIFE), ELLs who have been in U.S. Schools for less than three years (Newcomers), Developing ELLs (ELLs in their 4-6th year of service) and Long-Term ELLs (7+ years of service). All ELL students receive the mandated amount of English as a New

Language (ENL) instructional minutes as per CR Part 154-2, according to their level of ENL. Additional ENL minutes may be implemented at the discretion of the school and according to the needs of the ELL student. Developing and Long-Term ELLs are regularly and continually assessed to determine which interventions are appropriate to assist them in their language development as well as their academic achievement in core content areas. All subgroups of ELL students are referred for Response to Intervention services as needed. Content standards and curriculum are systematically adapted to meet the challenges of all ELL subgroups. For example, Newcomer and SIFE students work intensively on listening and speaking upon arrival into the school system in order to build a strong base of “survival English”. For Newcomer students, the ENL teachers informally assess the students literacy levels in the native (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. For SIFE students, additional supports are in place to address their social-emotional needs, as they 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 and school psychologist are prepared to be a part of any specific counseling that may be necessary

FRAMEWORK FOR GREAT SCHOOLS

3. In terms of the Framework for Great Schools, ENL students and their families have benefited from strong teacher collaboration and a supportive environment. For example, through a collaborative assessment of ENL student needs between core content teachers, ENL teachers, school leadership and parents, P.S. 114 has provided after-school interventions for ENL students in literacy, math, and language development. Students have been grouped and re-grouped as teachers, parents and leadership have collaborated on their needs assessments. Grade Teams have also collaborated with ENL teachers to create specific goals for students based on both their academic and language acquisition needs and have implemented strategies in their classrooms presented to them in collaborative sessions with the ENL teachers.

Key areas of focus for this year, in terms of the Framework for Great Schools, include providing rigorous instruction and building strong family-community ties. P.S. 114 aims to build upon our successes in teacher team collaboration to ensure that we provide differentiated, yet rigorous instruction for all of our ENL students. We will provide more time for core content and ENL teachers to collaborate, plan and deliver targeted, integrated instruction. ENL and Core Content teachers will work together towards the communicative competence and content-level achievement of their ENL students. We will also collaborate to build strong family-community ties between parents and guardians of our ENL students and our school. We will create more opportunities for adult continued learning through parent workshops and mini-institutes on various topics related to the achievement of their ENL children. We will also create more opportunities for families to share their voices on matters that relate to ENL students through use of surveys in our parent workshops. The community will be invited to P.S. 114 to celebrate the achievements of all students, including ENL students.

18K114 School Information Sheet

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		

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

Section 5A – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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 ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	E
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	E
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. 		

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>From September 2015-June 2016, 100% of students will be engaged through lessons derived from units of study 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.</p>

Goal: By June 2016, 2nd through 5th grade students reading at or above grade level will show a 5% increase above our 2014 through 2015 performance results as measured by Fountas and Pinnell Benchmark Reading Assessment.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>I</p> <p>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.</p>	<p>Grades Pre-K - 5 teachers and all students</p>	<p>Sept 2015-Jun 2016</p>	<p>School Leadership, Instructional Coaches, ESL Coordinator, Grades Pre-K-5 Teachers</p>

<ul style="list-style-type: none"> • 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 2014-2015 school years. PD tools will include videos, professional literature, inter-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. Our teacher teams analyze data from weekly assessments.. 			
<p>II</p> <ul style="list-style-type: none"> • Strategies to address students 	<p>SWDs, ELLs, /HOs, SIFE</p>		<p>Special Education and General Education Teachers,</p>

<p>with disabilities include flexible scheduling, sub teachers to provide small group instruction, differentiated instruction, use of technology and supplemental programming.</p> <ul style="list-style-type: none"> 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. 		Sep. 2015-Jun. 2016	ESL Teachers, RTI and AIS providers
<p>III</p> <ul style="list-style-type: none"> To increase parent involvement and engagement, parents will receive a Report Card 3 times a year and an interim Progress 	All parents	Sep. 2015-Jun. 2016	School Leadership, Local politicians, community organizers, Instructional Coaches, ESL Coordinator, Grades Pre-K-5 Teachers

<p>Report 3 times per year.</p> <ul style="list-style-type: none"> • 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. • 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 			
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<p>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> <ul style="list-style-type: none"> • 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. We will conduct reading and writing parent workshops, host parent forums throughout the year to continue to build trust, engagement and involvement 			

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Flexible scheduling, mainstreaming of students, hiring of substitute teachers to decrease teacher to student ratios, purchasing of Instructional materials to support curriculum development during the regular school day and after school program,</p>

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 specialists. Targeted professional development.

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

- Teachers will receive differentiated professional development during the school day by peer teachers, by the network/and or via per session as funding permits.
- Peer Teachers, Teachers, Principal and Parent Coordinator will host literacy and math workshops, Time allotted for analyzing data in order to group students

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP	X	Title I TA	X	P/F Set-aside	X	21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, 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 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5B – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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 leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	€
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	€
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	€
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	€
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. 		
<p>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.</p> <p>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.</p>		

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools –Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

To improve student outcomes and school performance during the 2015-2016 school years, that will address the Capacity Framework element-Supportive Environment.

Goal: By June 2016, 90% of the students at P.S. 114 will have participated in fifteen experiential programs designed to communicate our healthy, safe, and caring learning environment.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>PBIS is one of the research-based instructional programs that we will use to (1.) develop and structure school wide programs</p>	<p>Grades Pre-K - 5</p>	<p>Sep. 2015-Jun. 2016</p>	<p>Guidance Counselor, Psychologists and Support Staff</p>

designed to develop constructive pro social habits in our students, tier behavior intervention plans and remove barriers to high performance in our classrooms. (2.) provide professional development for our teachers . Some of the programs, but not limited to will be the following:

Monthly giving projects

Talent contest

Sport programs

Guest speakers

Leadership conferences

Grade level clubs

Recognition assemblies

.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.

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.

<p>To address the needs of students with disabilities, English language learners, and other high-need students the school psychologists Dr. J. Rossi and Ms. Riaz will train paraprofessionals and teachers on effective proactive and reactive classroom interventions/strategies. Dr. Rossi, will give leadership to our PBIS program.</p> <p>Both psychologists are responsible for administering the Functional Behavior Assessments and collaboratively developing BIPs. Ms. Riaz also reviews and modifies the BIPs conjointly 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.</p> <p>Direct and Indirect data is reviewed by the IEP team. An FBA and BIP will be developed. BIP will be implemented by the school team. Student's behavior will be monitored and reviewed on a regular basis.</p> <p>Support will be provided by the school psychologist, and the guidance counselor.</p> <p>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</p>	<p>Grades 1 - 5</p>	<p>Sep. 2015-Jun. 2016</p>	<p>All Staff</p>
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tracking/monitoring system for consistent BIP reviews will be on going. Building partnerships across schools with other SBST 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 every Monday

Parent voice is essential for the sustained growth of our school. Through the PTA, Parent coordinator, and numerous parent led workshops, our parents will have several means for communicating with staff, 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.

Home-school communication 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.

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			

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Training for all staff and parents. Instructional material to facilitate training.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside	X	21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
Complete in February 2016 .											
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

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

Section 5C – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	D
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	D
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools 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 trends and sources. 		
<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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</p>		

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.

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, under the guidance of teacher leaders, 100% of our teachers will collaborate on horizontal and vertical teams designed to surface learning gaps, that drive professional learning and promotes the development of the school's collegial culture and academic achievement.

Goal: By June 2016, students in grades three through five will demonstrate progress towards achieving state standards as measured by a 5% increase in students scoring at or above Level 2 on the New York State English Language Arts and Math assessments as compared to our 2014 through 2015 performance results.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>School wide schedule will be developed and monitored to allow for vertical and horizontal planning between and among teachers. Teachers teams will also participate in group reading assignments designed to build team, capacity and their ability to work effectively on the analysis of data, curriculum unpacking and unit planning</p>	<p>All staff</p>	<p>Sept 2015 through June 2016</p>	<p>Principal, assistant principal and lead teachers</p>
<p>In Pre-K, thematic units are created that tie together math, reading, writing, social studies and science.</p>	<p>All students</p>	<p>Sept 2015 through June 2016</p>	<p>All staff</p>

<p>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> <p>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.</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. Teacher teams will analyze data from weekly assessments.</p>			
<p>Strategies to address students with disabilities include flexible scheduling, sub teachers to provide small group instruction,</p>	<p>All students</p>	<p>Sept 2015 through June 2016</p>	<p>All staff</p>

<p>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.</p>			
<p>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</p>	<p>All parents</p>	<p>Sept 2015 through June 2016</p>	<p>All staff</p>

<p>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.</p>			
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Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc. Professional development for all teachers, scheduling adjustments allowing for vertical teacher meeting, student resource books and related material.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III	X	PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p><u>By February 2016, there will be a 10% increase in student performance on weekly assessments. Eighty percent of students in grades three through five will score 20% or higher on their weekly assessments, which are designed to inform and improve instructional techniques and guide strategic planning..</u></p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

Section 5D – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. 		
<p>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.</p> <p>There are teacher teams on every grade. All teachers are given the autonomy to initiate actions that support grade level and school wide goals. 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.</p> <p>School leadership ensures instructional support by empowering teachers, fostering problem solving, scheduling accommodations to support teacher meetings, setting aside per session funds to increase teacher commitment to the work. ESL teachers 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 and Excel spreadsheets.</p>		

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. In addition, teacher team walk through and critical feedback between and among teachers.

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– Specific, Measurable, Achievable, Relevant, and Time-bound.

Goal: By June 2016, 100% of the teachers will have been observed utilizing the Danielson Framework for Teaching. All teacher performance data will be used to improve individual and school-wide practices in critical areas, such as student achievement, curriculum and student practices. Goal: By January 2016, eighty percent of our teachers will have self-driven performance goals, developed and based on student performance trends.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>School leadership develops and implements building observation schedule, performance data monitoring system and schedules professional learning series, targeting individual teachers and groups areas for improvement.</p>	<p>All teachers, related service providers and paraprofessional</p>	<p>Sept 2015 through June 2016</p>	<p>Principal and assistant principal</p>
<p>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,</p>	<p>All teachers and support staff</p>	<p>Sept 2015 through June 2016</p>	<p>All staff</p>

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.			
The school Leadership team meetings and Parent Teacher conferences will be forums for sharing school programs, generating ideas for future goals, letters to parents, scheduling parent conferences and parent workshops. 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. In addition our parent coordinator will work with parents to improve transparency and collaboration.	Parents	Sept 2015 through June 2016	All staff

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Professional development for administrators											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside	X	21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, 75% of our staff will have been observed according to their MOSL selection. By April 2016, 100% of teacher performance goals will have been reviewed and improved to accelerate to effectiveness.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5E – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	H
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u> and <u>I</u>. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. 		
<p>DTSDE found the school to be a welcoming place. The building has undergone numerous aesthetic and structural renovations over the past 48 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.</p> <p>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.</p> <p>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 fifteen 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</p>		

their children's learning.

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

Goal: By May 2016, all classroom teachers, grades Pre-K through fifth grade will increase parental participation by 10%.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Teachers will establish daily communication system for all parents, parents will be scheduled to meet with teachers every Tuesday, school leadership team will share meeting goals with parents during PTA meeting. Curricular celebration invitations will be sent home at least 2 weeks in prior to actual date. Parent calendars and newsletters will include dates for curricular celebrations throughout the year. Parent</p>	<p>All students and families</p>	<p>Sept 2015- June 2016</p>	<p>Administrators, teachers, parent coordinator</p>

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.			

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Surveys to determine the need and effectiveness of workshops provided for parents, organizing a pool of parent volunteers. Time and location allotted for weekly and monthly meeting with parents											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside	X	21st Century		C4E
	Title I 1003(a)		Title III	X	PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
By January 2016 60% of our parents will have been involved in or attended a school related function											
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	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.
Mathematics	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.
Science	Science program, workbooks, technology	Small groups, manipulatives, technology	Services are delivered through both push-in and pull-out small groups, homework	During the school day and extended day
Social Studies				
At-risk services (e.g. provided by the Guidance Counselor,	Classwork performance, IEP mandates, teacher	Student recognition programs, Support staff conferences	Services are delivered through both push-in and	Services will be provided during and after-school hours

<i>School Psychologist, Social Worker, etc.)</i>	referrals, parent requests	with student and parent, Kings county hospital clinical support, PBIS programs	pull-out small groups.	
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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 section where the response can be found [for example, Section 5A-Part 4]
- 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	Schoolwide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

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">• Networking with various graduate school programs• School wide professional development• Targeted individual professional development• Peer to peer support• Mentoring• Required professional journal reading• Highly supportive and driven professional learning community• Data driven teacher assignments, scheduling and staffing

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
All staff are assigned, scheduled to participate in at minimum 80 hours of 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).

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/information, early intervention services, etc.).

All teachers, pre-k through 5th 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.

Teacher teams 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 codes¹. 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 consolidated². **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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	400,126.00		
Title I School Improvement 1003(a)	Federal			

Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	124,026.00		
Title III, Part A	Federal	11,200.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,849,911.00		

¹Explanation/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.

²The **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):** To 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:** To 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 an 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 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[School name]**, 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. **[School name]** 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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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) Template

[School name] , 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 on assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

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 th and ending the week of April 27th. 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 t eachers are also chosen to attend Office of ELLs trainings, conferences and Profesional 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

Part C: Professional Development

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 activities 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 activities 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"> • Per session • Per diem 	_____	_____
Purchased services	_____	_____

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

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

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

Principal Darwin Smith	Assistant Principal Reather Fields
Coach Ellen Berkowitz	Coach
ENL (English as a New Language)/Bilingual Teacher Rachael Wasilewski	School Counselor Jessica Shirley
Teacher/Subject Area Christina Mennuti/ENL	Parent Joseph St. John, PTA President
Teacher/Subject Area Rachel Porcellio, ELA Teacher	Parent Coordinator Carol Santana
Related-Service Provider Jennifer Meade, Speech	Borough Field Support Center Staff Member Seourette Fougere
Superintendent Beverly Wilkins	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	574	Total number of ELLs	73	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" type="checkbox"/>
	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	72	Newcomers (ELLs receiving service 0-3 years)	69	ELL Students with Disabilities	10
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	3	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	59	0	7	12	0	6	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 2

C. Home Language Breakdown and ELL Programs

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

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
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only	
Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____

Freestanding English as a New 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	2		1	3	3								0
Chinese					1									0
Russian														0
Bengali					1									0
Urdu														0
Arabic	2	4	3	2	6	3								0
Haitian	5	10	4	4	6	6								0
French				1										0
Korean														0
Punjabi				1										0
Polish														0
Albanian														0
Other					2									0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	2	2	1	0	7	6								0
Emerging (Low Intermediate)	2	5	0	2	3	5								0
Transitioning (High Intermediate)	2	4	1	2	3	1								0
Expanding (Advanced)	2	5	5	5	6	0								0
Commanding (Proficient)		1	0	0	1	3								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	0	0								0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total		1	0	0	4	6								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	9	2			0
5	7	1			0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4	8		2	2		3	1		0
5	8	1				1			0
6									0
7									0
8									0
NYSAA									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? 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. June 2015 Fountas and Pinnell Assessments show that the majority of ELLs who have been receiving 0-3 years of service have advanced 4-9 reading levels during the 2014-2015 school year. The majority of Advanced ELLs are approaching or at grade level for the last term of the 2014-2015 school year. Kindergarten ELLs levels spanned from pre-emergent to grade-level in June 2015.

Fountas and Pinnel reading data by grade:

Grade K:
Grade-Level Achievement (Level D or Above):
In June 2015, one Grade K ELL student exceeded grade level expectations, 2 students met grade-level expectations, 1 student was approaching grade-level expectations and 8 students did not meet expectations, according to F&P grade-level reading scale.
Progress:
In terms of progress, 2 Grade K ELL students increased by 5-7 reading levels, 3 students increased 2-4 reading levels, 3 students increased by one level and 3 students did not make progress.

Grade 1:
Grade-Level Achievement (Level I or above):
All ELL students are reading below end-of-year grade levels in June 2015.
Progress:
During the 2014-2015 school year, one grade one ELL increased by 7 levels, 6 ELLs increased by 2-4 levels and one ELL did not make progress on F&P grade-level reading scale.

Grade 2:

Grade-Level Achievement (Level M or above):

In June 2015, 2 grade two ELLs met grade level expectations in reading, 1 ELL was approaching grade level and 5 ELLs were below grade level.

Progress:

During the 2014-2015 school year, 3 grade two ELLs increased 7-9 levels, 2 ELLs moved 5-6 levels, 2 ELLs moved 1-3 levels and one ELL did not make progress.

Grade 3:

Grade-Level Achievement (Level P or above):

In June 2015, 1 grade three ELL exceeded grade-level expectations in reading, 1 ELL met grade-level expectations, 1 ELL was approaching grade-level expectations and 13 ELLs were below grade-level.

Progress:

During the 2014-2015 school year, 2 grade three ELLs increased 7-9 reading levels, 5 ELLs increased 2-4 levels, and two ELLs increased 0-1 level on F&P Assessments.

Grade 4:

Grade-Level Achievement (Level S or above):

In June 2015, 1 grade four ELL met grade-level expectations in reading, 1 ELL was approaching grade-level expectations and 6 ELLs were below grade-level.

Progress:

During the 2014-2015 school year, 3 grade four ELLs increased by 9 reading levels, 4 ELLs increased by 4-6 reading levels and 1 ELL increased by 2 reading levels.

Grade 5:

Grade-Level Achievement (Level V or above):

In June 2015, all grade five ELLs were reading below grade-level expectations.

Progress:

During the school year, 4 grade five ELLs increased 6-9 reading levels, 6 ELLs increased 3-5 reading levels and 2 ELLs increased 1-2 levels.

This data reveals two things – one, the majority of ELL students are not reading at grade level benchmarks and require intensive, targeted intervention services. Two, while students are not reading at benchmark levels, the majority of ELLs are showing progress in reading, as evidenced by the amount of students who increased four or more levels on F&P assessments (35 students, or 55% of total students tested in grades K-5 during June 2015.)

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 ELL reading deficits in our ESL After-School Academy, where students are grouped and re-grouped to work on phonics, guided reading, reading comprehension, grammar, writing and language fluency.

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

Combined NYSITELL and NYSESLAT data show that more students score at the Expanding level of ENL than other levels. 30% of students scored at the Expanding level, in comparison with 24% Entering level, 22% Emerging Level, 17% Transitioning level and 7% Commanding level.

Stand-alone NYSESLAT data also shows Expanding level students as the majority; out of 55 students who took the NYSESLAT in 2015, 35% scored at the Expanding Level. 11% scored at the Entering level; 25% at the Emerging level, 20% at the Transitioning level and 9% at the Commanding level.

NYSITELL Data for 2015-2016 shows that most students score at the Entering level on the NYSITELL, and that those who score above the Entering level of English acquisition are in Kindergarten, with a few exceptions. Of the 23 students who took the NYSITELL in September 2015, 4 students scored at the commanding level; most of those students were in Grade K with the exception of one fifth grader who transferred from a school outside of NYC. Most students who scored at the Emerging level were in Kindergarten, with the exception of one fourth-grade student who also transferred from a school outside of NYC. The two students who scored at the

Transitioning level are both Kindergarteners, as well as the two students who scored at the Expanding level on the 2015 NYSITELL.

This data shows that students are progressing towards language acquisition, since the majority come to the school as Entering students and progress to higher levels; however, students are not reaching proficiency levels outlined by state AMAO 2 measures. 2015 AMAO 2 targets were set at 15%; P.S. 114 had 9% of students reach proficiency. We plan to address this gap by creating a targeted after-school group specifically for our Expanding-level students in order to push them towards proficiency on the NYSESLAT in 2016.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

P.S. 114 utilizes AMAO data and AMAO Tool to target specific groups of ELL students in order to raise student achievement and maintain progress on annually rising AMAO targets. For example, students who have been identified as AMAO 'push' students will be grouped homogeneously for targeted instruction in our after-school program. Students who have been identified as at-risk in relation to AMAO targets (have not made sufficient progress) are referred for our school's RTI program and receive targeted instruction based on their academic needs. Using a baseline that mirrors the NYSESLAT, P.S. 114 hones in on areas of weakness for these students using small group instruction in an effort to move these students towards proficiency. Students who have been identified as at-risk level 3 or above based on ELA and Math scores in addition to NYSESLAT scores are also referred for various supplemental programs, including the ESL After-School academy, After-School Literacy Academies and Math AIS programs. Students whose at-risk status is affected by attendance are referred to the Parent Coordinator, who meets with parents regarding student attendance rates.

P.S. 114's 2015 AMAO data shows that while many students scored at the Expanding level of ENL, the school did not meet AMAO2. We currently do not have a measure for whether or not the school met AMAO 1 as State parameters for progress on the new NYSESLAT have not been released yet. AMAO 2 was not met in 2015; 2015 AMAO 2 targets were set at 15%; P.S. 114 had 9% of students reach proficiency. We plan to address this gap by creating a targeted after-school group specifically for our Expanding-level students in order to collectively push them towards proficiency on the NYSESLAT in 2016.

4. For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

A. ELLs who receive native language oral translation on State math exams are faring better than ELLs who either utilize written translations of the exam or English versions of the exam. For example, the 1 student who used a written native language translation of the Math exam scored at level 1, while 3 students who received oral translation scored at level 3 and 2 students with oral translation scored at level 2. Only students who are eligible for oral translation receive this modification (students whose language is not available in written translation).

B. P.S. 114 has opted to not use the ELL Periodic Assessments, as they have not currently been aligned with the NYSESLAT. Upon alignment of the ELL Periodic Assessments and the NYSESLAT, we will once again utilize the Periodic Assessments. P.S. 114 is currently using teacher-created benchmarks that mirror the NYSESLAT in lieu of the ELL Periodic Assessments.

C. P.S. 114 has opted out of the Periodic Assessment as it is not currently aligned to the NYSESLAT. Upon alignment, we will resume usage of the ELL periodic assessment. The home language is used in our freestanding ENL program as a support; students are encouraged to use bilingual glossaries in all subject areas and provided with content-level glossaries they can utilize in classes and on assessments. Teachers and students utilize Google translate to translate homework and instructions for assignments, and native language texts are used when available (in content areas such as Math, ELA and Science for example).

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5).

[Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [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 a 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 student's new language development is considered in instructional decisions?

P.S. 114 includes the ENL team in all building-wide instructional decisions regarding ELL students and ensures that second-language needs are consistently considered by conferring with the ENL team on all matters related to ELL students. For example, student language development is considered throughout our RTI process; the ENL coordinator is part of the RTI team, and intervention teachers confer with the ENL coordinator regarding ELL students who are receiving RTI services in order to ensure their language needs are being considered and met. For example, parents are asked about their children's prior schooling and students are informally assessed on their phonemic awareness and ability to read in their native languages by staff members who speak their native languages in order to understand their educational background before interventions are put in place.

ELL student second language development is also considered by including specific language objectives in all ENL teacher lesson plans. ENL teachers utilize the Bilingual Common Core New Language Arts Progressions (NLAP) to build access points to the Common Core curricula used at the school (Expeditionary Learning in grades 3-5 and Core Knowledge in grades K-2), in the new and/or home languages. ENL teachers also utilize NYSESLAT Targets of Measurement (TOMs) while crafting language objectives to ensure that instruction is focused on language acquisition as well as common core learning standards. Content area teachers attend professional development sessions on ELL needs. ENL teachers plan with core content teachers to ensure that language development needs are consistently met throughout the curriculum.

7. For dual language programs, answer the following:

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

N/A

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

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 and met AMAO 1 and AMAO 2 in 2014. P.S. 114 is using this information to evaluate which programming was working well during the 2012-2014 school years in order to enhance those aspects of the programming and re-evaluate what could have worked better for the 2015-2016 school year, and for years to come.

P.S. 114 did not meet 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 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.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

P.S. 114 enforces an initial identification process to ensure that all potential ELL students are properly identified and timely placed. Administration, ENL 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. P.S. 114's two certified ENL teachers 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 to speak the home language or if a translator is not available on site.

The HLIS form is given in the native language as available on the Department of Education website. The trained pedagogues also conduct informal oral interviews with children to determine their dominant language before determining their eligibility for NYSITELL testing. If the HLIS displays answers in the following formula – from questions 1-4, at least one answer indicates that a student uses another language at home, from questions 5-8, at least two questions indicate that the student uses a language other than English, and the interview with the parent and student indicates a language other than English, the student is considered eligible for NYSITELL testing. A student may also be eligible for NYSITELL testing if, through an informal interview with the child, the Certified ESL teacher considers the child to be NYSITELL-eligible.

For students entering DOE schools who were enrolled in NYS public schools within the preceding two years, P.S. 114 contacts the NYS Public School to obtain the Home Language code and copy of the Home Language Identification form used, the LAB-R or NYSITELL score and proficiency level, NYSESLAT score and proficiency level and SIFE status. A New York State Transfer ELL Data Request Form (appendix 51) is completed and mailed to ELLTransfersNYS@schools.nyc.gov. If this is not obtained within two business days, P.S. 114 administers a new NYSITELL to the student as per the ELL Policy and Reference Guide. Students re-enrolling in NYCDOE public schools after having been enrolled in a school outside of NYC for less than two years continue in the ELL status (and proficiency level) in effect at the time of discharge from the NYC and/or NYS public school. Students who reenter NYC public schools after having been enrolled at a school outside of NYC/NYS for 2 or more years complete the initial ELL Identification Process described above.

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 NYSITELL and NYSESLAT Testing, and with students listed on the ELPC screen in ATS, where parent program choices are recorded.

Once NYSITELL eligibility has been established, the NYSITELL is then administered to those students who meet eligibility criteria. The NYSITELL is administered to each child, by a trained pedagogue, and scanned into ATS within 10 days of enrollment at the school. Should any Spanish-speaking student become entitled for the NYSITELL, the student is also administered the Spanish LAB which is scanned to ATS within the same 10-day window. Scores are recorded on ATS-generated scan sheets, and once students have been tested, their scores are scanned into ATS for both the NYSITELL and the Spanish LAB. Upon completion of NYSITELL testing, students are placed according to their scores into the appropriate ENL level (entering, emerging, transitioning, expanding or commanding) and immediately begin receiving ENL services. NYSITELL and Spanish LAB scan sheets are kept on file by the ENL teachers.

Students who have been identified as possible SIFE students through the identification process are also administered the SIFE oral interview questionnaire. When questionnaire results indicate possible SIFE status, students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish are administered the Literacy Evaluation for Newcomer SIFE (LENS). Initial SIFE status is recorded in ATS BNDC screen no later than 30 days after initial enrollment.

Within 5 school days of ELL determination, P.S. 114 informs parents of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letters (in the parent's preferred language), including entitlement letters, non-entitlement letters and continued entitlement letters. Upon notification parents are invited to the ELL Parent Orientation (within 5 days of ELL determination). Parents of students who receive a score of Commanding on the NYSITELL receive a Non-Entitlement Letter, which informs parents that their child took the NYSITELL, yet received a score of Commanding and are not entitled to ENL services.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Throughout the aforementioned ELL initial identification process, parents and students are interviewed and through these interviews ELL teachers or trained pedagogues are able to determine SIFE status. Parents are asked about the student's prior schooling and to present student work if available. If there are indications within the ELL identification process that a student has had an interruption in prior schooling and they score at entering or emerging level of ENL on the NYSITELL, the SIFE Identification Process is implemented; the DELLSS SIFE Oral Interview Questionnaire is administered and students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish are administered the DELLSS Literacy Evaluation for Newcomer SIFE (LENS). The SIFE identification process is initiated only for students who are newly identified ELLs in grades 3-9 and score at the entering or emerging level of ELL proficiency as indicated by NYSITELL results. Once SIFE status is determined, initial SIFE status is recorded in ATS BNDC screen no later than 30 days after initial enrollment.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members

(refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

P.S. 114 initiates a process for determining NYSITELL eligibility when a student enrolls with an IEP and a home language other than English (from within the U.S.). Upon enrollment, a Language Proficiency Team meets and reviews evidence of the student's English language development as well as results of individual evaluations conducted in the home language in accordance with procedures in CR Part 200.4(b)(6), and information from the Committee on Special Education as to whether the student's disability affects whether the student can demonstrate proficiency in English. During LPT meetings an oral interpreter is always provided in the home language for the parent. LPT team utilizes the EPRG Appendix form entitled 'Language Proficiency Team NYSITELL Determination Form' to record determinations of the LPT team. LPT Team members are as follows:

- * Reather Fields, Assistant Principal
- * Sherry Hamilton, Director of Special Education
- * Rachael Wasilewski, ELL Coordinator
- * Navila Riaz, District Special Education Representative/School Psychologist
- * Parent or Guardian of the student

After reviewing the evidence presented, the LPT determines whether the student will take or not take the NYSITELL, based on whether or not the team thinks the student has language acquisition needs or if the disability is a determinant factor affecting language acquisition. The recommendation of the LPT is then sent to the Principal, Darwin Smith, who accepts or rejects the recommendation within 20 days. If the principal rejects the recommendation, the NYSITELL is immediately administered and the ELL identification process continues in order to place the student in the appropriate program within the five day window. If the principal accepts, the recommendation is then sent to the Superintendent for final review and decision. Parents/guardians are notified in their preferred language of contact within 3 school days of the decision. During the LPT process, the student is placed in

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Parents receive Entitlement and Non-Entitlement Letters informing them of their children's eligibility for New Language services immediately after a child's eligibility is determined. Letters are sent home within 24 hours of ATS scanning of NYSITELL results. Entitlement letters, which list the child's score on the NYSITELL and explain how that score determines eligibility, are copied and distributed to classroom teachers of entitled students. Classroom teachers then distribute the letters to the entitled students who take the letters home with them. Non-entitlement letters are also sent home in student backpacks. Parents are then notified by phone, in their preferred language, that entitlement and non-entitlement letters have been sent home and that they need to attend ELL Parent Orientation if their child is entitled. Parent Orientations are set for 1-2 school days after students take the NYSITELL. A log of phone contacts and letters sent is kept on file with the ENL teachers.

If parents do not attend the scheduled Parent Orientation session, a second Entitlement Letter is sent inviting parents to come to an Orientation session, this time by certified mail with return receipt. Phone calls are made to unresponsive parents as well and logged with the ENL 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.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Parents/guardians are informed of their right to appeal ELL status by the ENL teachers when they are informed of their child's initial entitlement for ENL services. Entitlement letters explain the parents' rights to appeal, and parents are also informed at the initial ELL Parent Orientation meeting. Parents/guardians are informed, in their preferred language, that they must submit a written request for re-identification. The re-identification process steps are followed, as outlined in the 2015-2016 ELL Policy and Reference Guide, and the re-identification process is completed within 45 school days of the receipt of written notice from the parent or guardian. Copies of all letters, correspondence and paperwork are kept on file with the ENL teachers in a binder.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Parents receive Entitlement and Non-Entitlement Letters informing them of their children's eligibility for New Language services immediately after a child's eligibility is determined. Parents are then notified by phone, in their preferred language, that entitlement and non-entitlement letters have been sent home and that they need to attend ELL Parent Orientation if their child is entitled. Parent Orientations are set for 1-2 school days after students take the NYSITELL. A log of phone contacts and letters sent is kept on file with the ENL teachers.

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.

During ELL Parent Orientation, parents receive a program brochure at the start of orientation (in the preferred 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 English as a New Language 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 ENL 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 preferred language when available). Students are placed in the parents' program of choice within 10 school days of enrollment. If parents' program choice is not available at the school, the school informs the parent that the selection is not available at the school and provides parents with the following two options: 1) keep the student enrolled at the current school in an available program or 2) transfer the student to a different school where the parents selection is currently available. If the parent chooses option 2, P.S 114 contacts the Department of English Language Learners and Student Support to coordinate the transfer with the Office of Student Enrollment. Once a student's program has been determined based on the steps outlines above, the school sends a placement letter (in the preferred language) to parents indicating the program of placement. Transitional Bilingual programs are the default placement for students whose parent surveys are not returned; as the school does not currently have a TBE program, these students are serviced through our ENL program.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

Parents receive Entitlement and Non-Entitlement Letters informing them of their children's eligibility for New Language services immediately after a child's eligibility is determined. Letters are sent home within 24 hours of ATS scanning of NYSITELL results. Entitlement letters, which list the child's score on the NYSITELL and explain how that score determines eligibility, are copied and distributed to classroom teachers of entitled students. Classroom teachers then distribute the letters to the entitled students who take the letters home with them. Non-entitlement letters are also sent home in student backpacks. Parents are then notified by phone, in their preferred language, that entitlement and non-entitlement letters have been sent home and that they need to attend ELL Parent Orientation if their child is entitled. Parent Orientations are set for 1-2 school days after students take the NYSITELL. A log of phone contacts and letters sent is kept on file with the ENL teachers.

If parents do not attend the scheduled Parent Orientation session, a second Entitlement Letter is sent inviting parents to come to an Orientation session, this time by certified mail with return receipt. Phone calls are made to unresponsive parents as well and logged with the ENL 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.

During ELL Parent Orientation, parents are given the Parent Survey and Program Selection Form. Parents must complete the form at the end of the Orientation session. During ELL Parent Orientation, parents first receive a program brochure at the start of orientation (in the preferred 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 preferred language when available). After parents return Parent Survey and Program Selection Forms, they are kept on file in the ENL Department. Copies are kept in the schools Title III binder as well as each student's cumulative folder and originals are kept in a locked file cabinet with the ENL teachers. Parent program choice is then recorded in ATS on the ELPC screen on the same day that the surveys are completed.

If the aforementioned steps have been taken for outreach and parents are still unresponsive, students are placed into the program available at the school, which is a Freestanding ESL Program and it is noted on the ELPC screen that the parent did not return the survey. The school does not select "parent did not return survey" until the 18th school calendar day after enrollment. 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 ENL. An ENL program is implemented in elementary school buildings with an enrollment of fewer than 15 pupils of the same grade level or across two contiguous grades with the same home 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 ENL. Parents are given the option of transferring their children to a school with a bilingual program. Parents are not given the option to withdraw their children from the ENL program as per CR Part 154. P.S. 114 keeps record of Parent choice on a spreadsheet which is kept in the ENL binder, with the ENL teachers. In the case that the school creates a bilingual program, parents of students who chose bilingual education will be asked to attend meetings with the ENL teachers and school administration about program availability and the option to transfer their child into the bilingual program.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
P.S. 114 makes every effort to obtain parent surveys and program selection forms, including sending entitlement letters and initiations to Parent Orientations by certified mail with read receipt and keeping a log of phone contacts made to unresponsive parents. Parents are contacted by phone and by mail in their native language. If parents are still unresponsive, students are placed into the program available at the school, which is a Freestanding ESL Program and it is noted on the ELPC screen that the parent did not return the survey. The school does not select "parent did not return survey" until the 18th school calendar day after enrollment. Completed parent surveys are kept on file with the ENL teachers in a binder.
9. Describe how your school ensures that placement parent notification letters are distributed.
Once a student's program has been determined based on parent choice, the school sends a placement letter (in the preferred language) to parents indicating the program of placement. Placement letters are sent home with students within 24 hours of program placement. Placement letter copies are kept on file with the ENL teachers in a binder.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
Copies of all ELL-Related documents are kept in student cumulative records, and cumulative records are kept with the students' classroom teachers. Cumulative records include original HLIS forms and copies of Parent Surveys, LPT documentation, Entitlement Letters, non-entitlement letters, and placement letters. Originals of Parent Surveys and Program Selection forms are kept on file with the ENL teachers. P.S. 114 also keeps copies of all ELL-related documentation in a binder of critical ELL-Related Documents, including the HLIS, Program Placement Letters, Entitlement Letters, Continued Entitlement Letters, Non-Entitlement Letters, LPT Documentation (originals) , certified mail return receipts and Parent Contact logs. The binder is kept in the ENL Coordinator's room/office.
11. 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 annual NYSESLAT assessment window for the exams. Students are identified using the ATS report RLER, which is cross-referenced with the ATS report RLAT to ensure that all eligible students are tested. First, a schedule is created by the ENL 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.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Parents of students who have already been determined as English Language Learners and have not achieved a score of Commanding on the NYSESLAT in the previous school year receive a Continued Entitlement Letter, which explains to parents that their child or children will continue receiving ENL services. For students who achieved a score of Commanding on the previous administration of the NYSESLAT, parents receive a Non-Entitlement/Transition letter, which explains their child or children's status as a former ELL. These letters are sent home with students no later than September 15th of the school year in which the student continues or discontinues to be entitled.
13. 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? 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 as per *Aspira Consent Decree*? Describe specific steps underway. (Refer to question six).
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, 4 out of 7 parents chose bilingual education as their first choice. During the 2014-2015 school year, 11 parents chose ESL and 4 parents chose Dual Language. The trend shows that more parents are becoming interested in bilingual programs. 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. 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 for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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. Freestanding ENL program.

The Freestanding ENL program at P.S. 114 uses a combination of integrated and stand-alone ENL models to service its ELL students. P.S. 114 has two certified ESL Teachers, with Ms. Rosen servicing Grades K, 1, 2, and Ms. Wasilewski servicing grades 3, 4, and 5. ELL students are grouped together in no more than two classes on each grade, and ENL teachers co-teach with core content teachers on each grade. Integrated ENL sessions are collaboratively co-planned as well as co-taught, utilizing the 6 models of co-teaching. ENL teachers ensure that scaffolds are in place to enhance ELL 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 ELL students have multiple access points to the curriculum.

Stand-alone ENL sessions focus on enhancing core curriculum that students encounter in their general education classrooms. ENL teachers focus on building background knowledge and schema, which helps students participate in their regular classrooms. ENL 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). ENL students in those grades travel from one classroom to another throughout the day. ENL teachers travel with and co-teach with either ELA or content teachers as their students travel from one class to another.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

In order to provide the mandated number of minutes in ENL, students are grouped heterogeneously in no more than two classes on each grade, and in one class on some grades in the following structure: Grade K, all ELL students in one class; in grade 1, all ELL students in two classes; Grade 2, all ELL students in one class; Grade 3, all ELL students in one class; Grade 4, all ELL students in two classes and Grade 5, all ELL students in 2 classes. Class structures are subject to change year-by-year; however, The school's two ENL teachers co-teach with core content teachers to deliver instruction. 30 periods of ENL instruction for each grade band (K-2 and 3-5) are divided according to student needs – teachers co-teach with content teachers a minimum of 20 periods a week and provide stand-alone ENL for 8 periods. Students are grouped for stand-alone and core content instruction based on proficiency level, and the ENL teachers co-teach with ELA teachers to service those students who require integrated ENL/ELA instruction (Entering, Emerging and Transitioning students). For entering students, 180 minutes of standalone ENL are implemented and 180 minutes of integrated ENL/ELA instruction are implemented in the ELA classroom. For Emerging students, 180 minutes of integrated ENL/ELA instruction are implemented in the ELA classroom, 90 minutes of stand alone ENL instruction are implemented and 90 minutes of integrated ENL are implemented a core content class of choice, which is determined by student needs. Transitioning students receive 90 minutes of integrated ENL instruction in the ELA classroom and 90 minutes if standalone or integrated core-content ENL as determined by student needs. Expanding students receive 180 minutes of integrated ENL in either the ELA or another core content classroom as determined by student need, and

Commanding students receive 90 minutes of integrated ENL in either ELA or another core content area as needed. Student need is determined by various school-wide assessments, benchmarks, classwork and other indicators of student progress in various content areas.

3. Describe how core content is delivered in each program model. 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.

Through careful planning and collaboration with classroom teachers, the Certified ENL 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 curriculum is also enhanced by the ENL teachers through class field trips to locations that support content learning. ENL teachers provide content area support by adapting text, creating accesspoints to text through utilization of key word strategies, creating individualized graphic organizers, and developing lessons that parallel what content teachers teach with added scaffolds. ENL teachers create all of their own materials so as to ensure that instruction is suited to student needs.

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 ENL 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 ELL students to meet the demands of the new curricula, ENL teachers adapt readings, create graphic organizers, provide visuals and multimedia, focus on language fuctions of particular tasks, and educate students on the background knowledge necessary to access the curricula. ENL teachers also assist content teachers in adapting homework and differentiating their instruction.

4. How do you ensure that ELLs are appropriately evaluated in their home 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, native language texts, and native language computer programs when available. Assessments are conducted in English.

If any Spanish-speaking student is newly admitted, they receive the Spanish LAB to assess their literacy skills in their native language. Newly admitted students who have been identified as SIFE are administered the LENS in their native language, when available.

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 diagnostic 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. This assessment is teacher-created, using NYSESLAT prep materials in conjunction with teacher-written questions that mirror the format of NYSESLAT questions. Students are administered another school-created benchmark that mirrors the NYSESLAT in the first week of November to assess whether students have made progress. The two aforementioned assessments are then administered again in January and March to determine progress in the four modalities and hone in on areas for improvement. ESL teachers then tailor their instruction to address deficiencies in the four modalities. Teachers also assess student speaking, reading and writing by administering Fountas and Pinnell assessments four times a year.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status
- a. SIFE students.

P.S. 114 has an action plan for Students with Interrupted Formal Education (SIFE). Students will receive the mandated amount of ENL instructional minutes as per CR Part 154-2, according to their level of ENL. Additional ENL 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 ENL materials (background building, use of graphic organizers, access to literacy-rich environments, visual aides, simplified texts, manipulatives, artifacts, etc.) The ENL 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. Shirley, 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 HL groups when possible.

b. Newcomer Students

Newcomer ELL students (students receiving ELL services for 0-3 years) will receive the mandated amount of ENL instructional minutes as per CR Part 154-2, according to their level of ENL. Students are grouped and regrouped homo-and heterogeneously according to task difficulty. The ENL 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 After-School Programs and Test-Prep Programs. 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. Developing ELLs

Students who are receiving 4-6 years of ENL 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 ENL services supported using individualized instruction tailored to the students' weakest modalities as indicated by NYSESLAT data. ENL teachers integrate specific ENL 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 targeted small-group 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, ENL 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. Long-Term ELLs.

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 ENL After-School Program. 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. Former ELLs

ELL students who have reached proficiency on the NYSESLAT and require transitional services and support for two years after reaching proficiency will receive 90 minutes of integrated ENL in a core-content area as determined by student needs. Students will be grouped heterogeneously with current ELL students during co-teaching sessions with the ESL Teachers as needed. 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 ENL 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 ENL After-School Academy and grouped according to their specific needs.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

Students re-identified as ELL or non-ELL through the re-identification process will be closely monitored by a school-based team which will include the classroom teacher or teachers, ENL teachers, RTI Team, AIS Team, coaches, parents and guardians. Between 6 and 12 months from the date of the superintendent's approval of re-identification, the principal will meet with the team to review the the Re-identification process decision to ensure that the student's academic progress has not been adversely affected by the decision. If the principal, based on the team's recommendation and consultation with the parents, determines that the student has been adversely affected, the school will provide additional support services (as defined in CR Part 154-2.3(j)). Students will receive AIS, RTI and after-school program support.

8. 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 between core content teachers, ENL teachers, IEP teachers, guidance counselor, SETTS Teachers, paraprofessionals and the school psychologist. Together with the Certified ENL 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. Programs utilized to target specific needs of ELL-SWDs include Wilson Foundations, Great Leaps and targeted guided reading. Native language materials used include Imagine Learning program usage.

9. How does your school use curricular, instructional, and scheduling flexibility to enable 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 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. Depending on the results of a student's initial bilingual special education evaluation and the findings of the IEP team, students are placed into ICT or self-contained classrooms according to student needs. IEP's are then re-evaluated as needed if the ENL, content or special education teacher sees a need to reevaluate the placement. Special education, general education and ENL 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 ENL services, and return to their self contained classrooms for other subjects.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

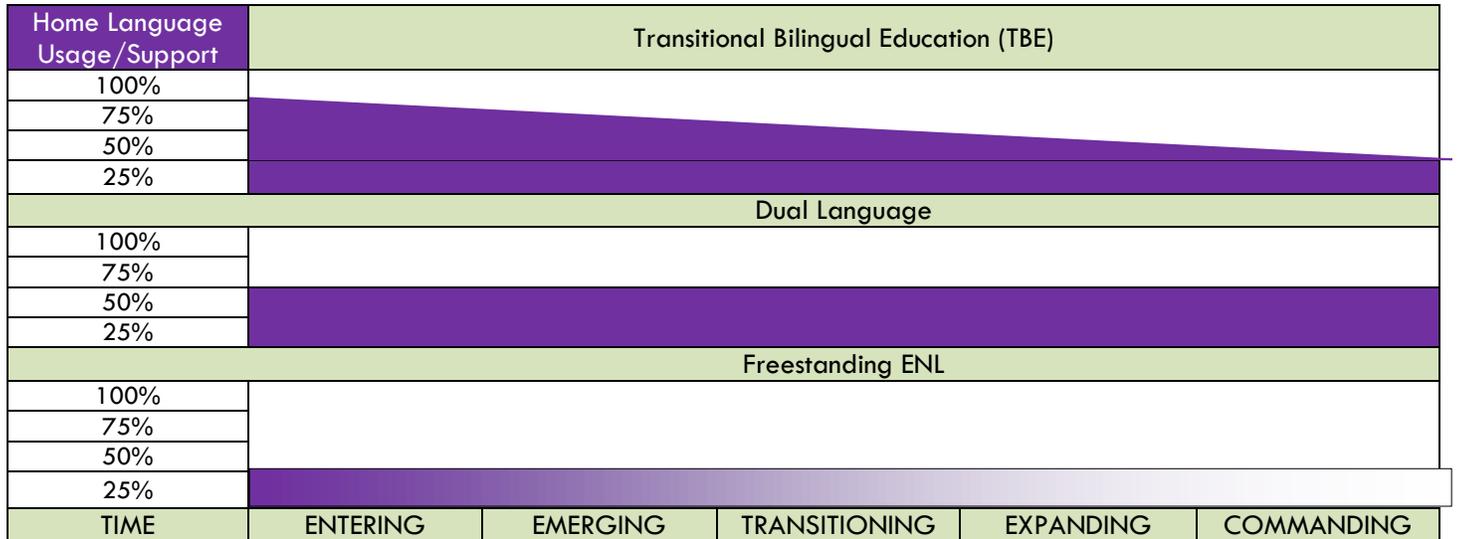


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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 ENL After-School Academy. Students meet twice a week, on Wednesdays and Fridays, from 2:20pm to 4:30pm. The ENL 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 ENL After-School Academy implements guided reading with a focus on vocabulary acquisition, sentence structure and language. Students work on tasks that exercise all of the four modalities of language –listening, speaking, reading and writing. The ENL 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. Native language materials are used when available (from Reading A-Z). 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. Student data is used to evaluate effectiveness of intervention, including sound/letter assessments, fountas and pinnell reading assessment data, and schoolwide benchmark data.

P.S. 114 also implements an in-school AIS program for math intervention. Students 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 FrontRow Math, an online math program which covers common core curricula from K-5. FrontRow uses customized content, games and lesson sequence to specifically target individual student needs.

11. 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 and 2 in 2014. We believe that a stronger focus on ELL supplemental programming in 2013-2014 was a major factor in our students making gains in this area. Students received targeted interventions in after-school 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 2015-2016 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 after-school programs. In order to maintain current levels of progress on the NYSESLAT and meet AYP in 2015-2016, our school will continue to strengthen those programs that are working and provide more support for ELLs that focuses on State Math and ELA achievement. Students will receive schoolwide benchmark assessments in ELA and Math three times a year, and receive weekly assessments in ELA and math targeted on specific skill deficits. We believe that the new NYSESLAT format will enable all teachers of ELLs to create more comprehensive goals for students that will push them towards both AYP and NYSESLAT achievement. All teachers are informed that they are teachers of ELLs through Professional Development activities facilitated by our ENL team.

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

We will continue to strengthen the reading components of our supplemental programs and also will place much stronger emphasis on writing programs. During the 2014-2015 school year, we focused much attention on targeted reading instruction and saw great improvements in student reading levels; however, ELLs are not demonstrating strong writing abilities or improvements in their writing. We will improve our programming by keeping those components which focus on reading and creating a writing scope and sequence for our ELLs and implementing cycles within our ENL After-School program which focus on different aspects of writing.

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

P.S. 114 utilized Imagine Learning during the 2014-2015 school year for selected ELL students. We will continue to use Imagine Learning for Entering and Emerging students, as we found that the native language support contained within was very helpful for Newcomer ELLs. However, we will discontinue Imagine Learning for Transitioning-level ELLs and above, unless we deem it a good supplementary program for any particular student.

14. 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 ENL After-School Academy, where students meet twice a week, on Wednesdays and Fridays, from 2:30pm to 4:20pm. The ENL 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 implements guided reading with a focus on vocabulary acquisition and sentence structure. Students work on tasks that exercise all of the four modalities of language –listening,

speaking, reading and writing. The ENL 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.

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.

Parents are made aware of all programs at P.S. 114 to ensure equal access for ELLs. Our Language Access Coordinator ensures timely translation of key documents and permission slips so parents and guardians can enroll their children in all supplemental programs. The ENL Coordinator keeps detailed records on ELL student progress to ensure that all ELL student needs are met and individual progress is tracked.

The school hosts an SES after-school program called CAMBA Stars; all students including ELL students are welcome to participate in the program. P.S. 114 also has a performing arts program, and the performing arts teacher ensures that all students, including ELL students, participate in shows, plays and musical events at the school.

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

P.S. 114's ENL team uses a variety of materials to target specific learning goals and raise student achievement. The ENL 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 ENL teachers create these various materials based on each unit's curricular focus and on student needs.

The ENL 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 ENL 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 ENL Teachers use a variety of programs and materials to support language acquisition, such as Pearson's Language Central. ENL teachers use the technology program Imagine Learning to support Entering-level ELLs. Imagine Learning offers native language support in 13 different languages.

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 ENL teachers utilize Brainpop.com and BrainpopJr.com for all grades in conjunction with their content-focused lessons and units.

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 ENL curriculum. The ENL teachers incorporate a variety of curriculum-aligned videos and clips to provide visual background knowledge for the lessons they collaborate on.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

At P.S. 114, all content is delivered in English, with varying degrees of home language (HL) support. HL Support is incorporated by the presence of HL literature in the classrooms, usage of Google translate, bilingual dictionaries, glossaries and thesauri and "buddy system" support (through which students are paired with another HL speaker). Native language texts are available from ReadingA-Z.com, and students also use Imagine Learning, a computer program that offers NL support in 13 different languages. P.S. 114 also has a number of bilingual staff members who provide HL support to our students. These varieties of support help students with translation, transition and language-building in both English and the HL.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

The ENL 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 ENL teachers are careful to use grade-appropriate resources and texts. This is ensured by the division of responsibilities amongst the two ENL teachers. ELL-SWD's use grade-level materials in their classrooms, with scaffolds and support

built in by the ENL teachers. The ENL teachers adapt high-level text by creating access points to the text such as imagery, key words, CLOZE summaries of difficult text utilizing key words. ENL teachers consistently use the NLAP as support when crafting age and grade-appropriate tasks for all ELLs that they can access at their current levels of language proficiency.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

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; 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.

19. What language electives are offered to ELLs?

P.S. 114 does not offer language electives.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Our Certified ENL teachers attend Professional Development Workshops offered by our network support team, as well as the DELLSS and the Regional Bilingual Education Resource Network (R-BERN). The ENL 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, including all teachers, paraprofessionals and related service providers, by our ENL Teachers. Professional Developments held throughout the school year take place during grade-level meetings and Extended Day staff Professional Development time. Topics for the 2015-2016 SY include:

Nov. 16	th	- Introduction to the NLAP and the Engage Scaffolding for ELLs Resource Guide (Gr. K-2)
Nov. 23	rd	- Introduction to the NLAP and the Engage Scaffolding for ELLs Resource Guide (Gr. 3-5)
Dec. 7	th	- Unpacking the NLAP Part 1 (Gr. K-2)
Dec. 14	th	- Unpacking the NLAP Part 1 (Gr. 3-5)
Jan. 11	th	- Unpacking the NLAP Part 2 (Gr. K-2)
Jan. 25	th	- Unpacking the NLAP Part 2 (Gr. 3-5)

P.S. 114 also offers ELL-specific PD to teachers on an as-needed basis. For example, if teachers indicate that they desire more training on ELL-specific matters, special PD sessions will be created to meet teacher needs. School secretaries attend DELLSS training of ELL-specific matters for school secretaries.

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
Teachers of ELLs, including ENL 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.

ENL teachers also attend PD sessions offered by DELLSS, Borough Support Centers, and the R-BERN on UDL, TOMs and implementing the NLAP, which inform them on how to craft CCLS-aligned learning activities that meet ELLs needs at varying level of language proficiency.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
P.S. 114's Guidance Counselor, Jessica Shirley and ELL Coordinator Rachael Wasilewski 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. The guidance counselor holds meetings with parents of students transitioning to middle school and the ELL and Language Access Coordinators ensure that parents have oral translators available at each meeting. Parents are provided with translated packets from the NYCDOE student enrollment center.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

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, Collaboration 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 ENL Coordinator also ensures that staff attend ELL-related PD on SIOP and QTEL strategies.

These workshops ensure that the minimum of 15% of total hours of ELL Training for all teachers as per CR Part 154-2 is met as well as ensure that the ENL teachers at P.S. 114 remain on the cutting edge of ELL teaching methodology. Our Certified ENL teachers attend Professional Development Workshops offered by our network support team, as well as the NYCDOE Department of English Language Learners and the Regional Bilingual Education Resource Network (R-BERN). The ENL teachers also take advantage of development opportunities from entities outside of the NYC Department of Education (i.e. NYS TESOL's Annual Conference). These PD offerings ensure that the required 50% of total hours of PD for ENL teachers is met.

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 and individual teachers, 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.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

ENL teachers will provide annual individual meetings with parents of ELLs at the beginning of every school year, throughout the month of September. At these meetings, we will review the student's NYSESLAT results from May, Fontas and Pinnell results, ELA and Math results for students in grades 3-5, and any other successes or challenges that students have shown in all content areas. We will then create achievable goals for each student, with parents. These goals will later be discussed at parent teacher conferences, along with how parents can help their children achieve them. Translators will be present for meetings with LEP parents in the language requested on language preference and home language ID surveys. records for these meetings are kept on file with the ENL teachers.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents of ELLs are invited to monthly workshops held at P.S. 114, facilitated by our ENL Coordinator, EML Teacher and Parent Coordinator. Workshop topics include Family Literacy, Understanding the State Exams and NYC Learning Resources. Translators are used for translation during workshops and to help call and remind parents to come. 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.

Additionally, a schedule is created that allows parents to speak with their child's teachers using a translator during parent-teacher conferences. With schedules, notices about conferences are translated and handed out to all students with LEP parents, ensuring a large turnout of ELL parents. Other activities include read aloud brunches in the native language of our parents and students, a thanksgiving celebration and end of ESL after-school party.

4. 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.
5. How do you evaluate the needs of the parents?

P.S. 114 implements parental surveys and questionnaires during ENL workshops to evaluate their needs. These surveys, created by the ENL teachers and translated by school staff members or the Office of Translation and Interpretation Services, 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.

6. How do your parental involvement activities address the needs of the parents? P.S. 114's parental involvement activities address many of our parent's 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. Workshops, read aloud brunches, and family celebrations allow parents to feel part of the community and an important role in their child's education. Parental surveys and questionnaires evaluate their needs and help the school align activities with parent needs. These surveys, created by the ENL teachers and translated by school staff members or the Office of Translation and Interpretation Services, 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.

D. Additional Information

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

Paste response here:

School Name: **P.S. 114 Ryder Elementary**

School DBN: **18K114**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Darwin Smith	Principal		10/28/15
Reather Fields	Assistant Principal		10/28/15
	Parent Coordinator		1/1/01
Rachael Wasilewski	ENL/Bilingual Teacher		10/28/15
Joseph St. John	Parent		10/28/15
Anne Schmitt	Teacher/Subject Area		10/28/15
Christina Mennuti	Teacher/Subject Area		10/28/15
Ellen Berkowitz	Coach		10/28/15
	Coach		1/1/01
Jessica Shirley	School Counselor		10/28/15
Beverly Wilkins	Superintendent		10/28/15
Seourette Fougere	Borough Field Support Center Staff Member <u>Brooklyn</u> <u>South</u>		10/28/15
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **#INGEST ERROR!** School Name: **PS 114**
Superintendent: **Beverly Wilkins**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

The Language Access Coordinator identifies families in need of translations services via utilization of the Home Language Identification Survey, student emergency cards, and the ATS RAPL report. Additionally, parents receive a Parent Preferred Language form at the beginning of every year and interviews are conducted by the ESL and Language Access Coordinators. This information is managed through an excel sheet and languages are organized by grade level and class.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Parents' preferred languages for written and oral communication, other than English, are dominantly Haitian Creole and Arabic. Other languages include Bengali, Chinese, Spanish, Urdu, French, and Punjabi.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Annual handbooks, calendars, New York State testing dates, welcome posters, bathroom signs, and discipline codes are obtained from the NYC DOE's Translation and Interpretation Unit and distributed by the Language Access Coordinator to parents who requested translated services. After school program information, translation schedules and dates and times for parent-teacher conferences (explained below), special program information, RTI service letters, and letters home about educational websites and supplemental computer programming is translated by the Translation and Interpretation Unit and sent out when notices are handed out to all students. Notices are sent out the week before an event is held or a deadline is due. In October, after-school program information was distributed in the native language. The after-school program information will be updated and distributed again in December. In January, there will be a meeting with school administrators to confer about notifications for testing using the services of the Translation & Interpretation Unit. These notifications will be sent out in April, May, and June.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

PS 114 participates in four parent-teacher conferences every year, in which parents have 10-20 minutes to sit down with teachers, and translators as needed, to discuss student progress. In addition to parent orientations held at the beginning of the year with new ELL students, PS 114 holds regular parent workshop meetings for ELL parents, in addition to monthly parent workshops held by the parent coordinator. Teachers collaborate with the ESL teachers, language access coordinator, and parent coordinator to ensure there are translators present when meeting with individual parents about behavior or academic progress throughout the school year, as needed. There are also daily, quick interactions with parents and teachers during pick-up and drop-off, where daily matters are discussed.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

The first week of school, the Language Access Coordinator compiles a list of all the students in the school whose parents requested translation services. The list is organized by class, and staff is asked to comment on any parents who might need those services that are not getting them. With that list, all staff, including administration, paraprofessionals, teachers, and coaches, are notified by the Language Access Coordinator, about the rights that all parents have for all school documents, letters, and notifications to be sent out in the language they requested. The LAC insists that all documents are first sent to her at

least a month before they needed, to then be sent to the Translation and Interpretation Unit, ensuring that important information is being translated. The LAC works closely with the parent coordinator to make sure that all PTA notices are translated as well. Once documents are translated, the LAC separates them by language, and writes the name of each child whose parent must receive that letter. The documents are then handed out to each class by the LAC, and put directly into each students' backpacks or homework folder. Schedules for when translators will be available for parent-teacher conferences, created by the Language Access Coordinator, are translated by the Translation Unit, and handed out the week of conferences to parents who requested oral and written translation services. In addition, parents receive notices about dates and times of parent-teacher conferences, using an edited document from NYC DOE Translation and Interpretation Unit. School notices about after-school programs, special programming, RTI services, and progress reports are sent to the NYC DOE Translation Department to be translated in all languages needed as well. Annual handbooks, calendars, New York State testing dates, welcome posters, bathroom signs, and discipline codes are obtained from the NYC DOE's Translation and Interpretation Unit translated documents as well. When a few sentences are needed for quick translation, in-house staff is available for Spanish, Arabic, and Haitian Creole. Lastly, translated documents are used in the beginning of the school year when new ELLs are tested. Translated letters are sent home for entitled and non-entitled letters within 10 days of testing, in addition to holding an orientation for parents of entitled students with a translated video and handbook, all created by the DOE. Finally, feedback forms are distributed after every workshop in the native language of the parents. These feedback forms have been translated by school staff or by the Translation & Interpretation Unit.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

As mentioned in Part C, Q1, schedules are created for translation during parent-teacher conferences. Parents are given the translated schedules a week before conferences, to ensure that they can arrive when translators are with their child's teachers. Translators spend 30 minutes with each grade, ensuring parents who need translation are seen at that time. In house translation is provided by staff members who speak Haitian Creole, Arabic, Spanish, French, and Urdu. The translation hotline, provided by the T and I Unit, is used for parents who speak another language. Teachers collaborate with the ESL teachers, language access coordinator, and parent coordinator to ensure there are translators present when meeting with individual parents about behavior or academic progress throughout the school year, as needed. In addition, in house or over-the-phone translation is provided for IEP meetings, as needed. All security guards are informed to use the Language ID Guide if a new parent arrives whose language is unknown, in addition to calling the LAC to find in house translation for parents as needed.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

As mentioned above, at the beginning of every year, a memo is personally handed out to every staff member, regarding procedures for translation services. Introduction of the Language Access Coordinator and the translation and interpretation services offered were included as part of a school-wide professional development at the onset of the school year. With this memo, step-by-step instructions are provided, regarding how to use the over-the-phone translation hotline whenever in-house translation

cannot be provided. With these instructions are also instructions on how to access translated comments for report cards and other translated documents provided by the DOE, as well as when and how to send the LAC other documents to be translated by the T & I Unit. Additionally, each classroom is provided with an "I speak..." card to be used with parents. School security is given the Language ID Guide at the beginning of every year as well, and instructed how to use it, making sure that the LAC is called immediately to provide translation for those parents. The parent coordinator has the Language Palm Cards as well for when parents come to her for registration or conferences.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

The LAC ensures that a welcome poster is put up by the entrance of PS 114 in September, and it stays up all year. A new one is put up as they are received. When parents are given the Preferred Language Form, they are told about their rights to receive all information about their children and the school in their language. As stated above, all staff is aware that translators must be contacted for all meetings, workshops, and discussions with LEP parents, and minors, should never be used as a resource. If staff cannot find a translator, they all have the hotline phone number so they can use it when needed immediately. School security and main office use the Language ID form when new parents come in, and the LAC is called immediately if a translator is needed.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

The school uses the parent surveys in the native language to gather feedback from parents and assess the quality and availability of services provided. A translator sits with parents to ensure that all questions are understood. Additionally, parent surveys are filled out after parent workshops to make sure that parents are happy with the quality of services provided.