2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 18K114
School Name: P.S. 114 Ryder Elementary
Principal: Darwin Smith
Comprehensive Educational Plan (CEP) Outline

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### School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>PS114K-Ryder Elementary</th>
<th>School Number (DBN):</th>
<th>18K114</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEDS Code:</td>
<td>Pre-K-5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grades Served:</td>
<td>1077 Remsen Avenue</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Address:</td>
<td>(718) 257-4428</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>Jamela Turner</td>
<td></td>
<td>(718)649-5216</td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>Darwin Smith</td>
<td></td>
<td>Email Address:</td>
</tr>
<tr>
<td>Principal:</td>
<td>Darwin Smith</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td>Maria Shalbinski</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents’ Association President:</td>
<td>Tachany Brit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td>Darwin Smith</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>Melissa Suffien</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Representative(s):</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CBO Representative:</td>
<td>Amos Joseph</td>
<td></td>
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</tr>
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</table>

### District Information

<table>
<thead>
<tr>
<th>Geographical District:</th>
<th>18</th>
<th>Superintendent:</th>
<th>Beverly Wilkins</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent’s Office Address:</td>
<td>1106 East 95 th street, Brooklyn NY 11236</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Superintendent’s Email Address:</td>
<td><a href="mailto:BWilkin@schools.nyc.gov">BWilkin@schools.nyc.gov</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>(718)566-6008</td>
<td>Fax: (212)356-7510</td>
<td></td>
</tr>
</tbody>
</table>

### Field Support Center (FSC)
Brooklyn Field Support Center  |  Mauriciere Degozia

Executive Director:  
415 89th Street, Brooklyn, NY 11209

FSC:  
Executive Director’s Office Address:  
Executive Director’s Email Address:  
Phone Number:  718-923-5171  
Fax:  718 649 5216
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 Comprehensive Educational Plan (CEP) 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 and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Darwin Smith</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Maria Shalbinski</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Karima Cassagnol</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Christina Lewis</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>Heather Miller Marcano</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/Parent Coordinator</td>
<td></td>
</tr>
<tr>
<td>Angela Cozier</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Reather Fields</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>-------------------</td>
<td>--------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Rachel Porcellio</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Amanda Soto</td>
<td>Member/parent</td>
<td></td>
</tr>
<tr>
<td>Andy Cassagnol</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/Assistant Principal</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/parent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
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<tr>
<td></td>
<td>Member/</td>
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<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
</tbody>
</table>
Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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 CEP 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 Comprehensive Educational Plan (CEP) 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 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. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

### The Six Elements of the Framework for Great Schools

<table>
<thead>
<tr>
<th>Element</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rigorous Instruction</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Supportive Environment</strong></td>
<td>The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td><strong>Collaborative Teachers</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Effective School Leadership</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties</strong></td>
<td>School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust</strong></td>
<td>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.</td>
</tr>
</tbody>
</table>

### The Quality Review 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 also informed by the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

**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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
3. Systems 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)

**School Quality Guide**

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

**Title I Requirements and Strengthening Title I Parent Involvement**
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

Next Steps for CEP 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:** 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 4:** Build consensus around strategies, activities, and programs to address students’ needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.

- **Step 5:** Update your school’s AIS section and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy and School-Parent Compact (SPC).

- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether 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: CEP Overview

<table>
<thead>
<tr>
<th><strong>1. What is your school’s mission statement?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mission statement</strong></td>
</tr>
<tr>
<td>The Mission of Public School Ryder Elementary PS 114 is to create a student friendly, highly engaging and collaborative learning environment that provides Daily Grade Level Academic Structure, Social Emotional Guidance and Academic Supports for all students and their families. Our students will be engaged in Rigorous, Standards Based Education. All lessons will show teacher consideration of the Academic and Social Emotional needs of all students, designing lessons that allow all students to access the content and demonstrate their conceptual and procedural...</td>
</tr>
</tbody>
</table>

2018-19 CEP
understanding of content, advancing their knowledge in all content areas. We will provide a comprehensive learning environment fostered by a school-wide culture that is defined by supportive community resources, equity and excellence for all students. We will maximize learning and academic achievement by preventing and addressing barriers to learning and promoting a healthy physical and healthy emotional well-being of our students.

2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

The Ryder Elementary School is an elementary school with 517 students from Pre-Kindergarten through grade five. Our school population comprises 77.17% Black, 13.34% Hispanic, 4.06% White, and 1.16% Asian students. The student body includes 15.2% English language learners and 4% Special Education students. Boys account for 52.80% of the students enrolled and girls account for 47.19%.

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 Learning 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
● WOW Program-TD Bank-Classroom Financial education lessons for the students
● Adult Education Program-Basic Education Classes for Adults 21 and older
● 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 92 nd 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

3. Describe any special student populations and what their specific needs are.

SPECIAL SCHOOL POPULATIONS

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, addition 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.
4. Identify 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.

**FRAMEWORK FOR GREAT SCHOOLS**

In terms of the Framework for Great Schools, ELL 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 multiple access points to all lessons and lesson delivery that both engaging and complex from all ELL students. We will provide more time for ELL teachers to collaborate, plan and deliver targeted, integrated instruction. ELL teachers will work across grades to ensure content-level achievement of their ELL students. We will also collaborate to build strong family-community ties between parents and guardians of our ELL 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 sure 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.
## School Demographics and Accountability Snapshot for 18K114

### School Configuration (2018-19)

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>Total Enrollment (2017-18)</th>
<th>SIG Recipient (Y/N)</th>
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<tbody>
<tr>
<td>PK,0K,01,02,03,04, 05</td>
<td>522</td>
<td>No</td>
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### English Language Learner Programs (2018-19)

<table>
<thead>
<tr>
<th>Transitional Bilingual</th>
<th>Dual Language</th>
<th>Self-Contained English as a Second Language</th>
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<tbody>
<tr>
<td>N/A</td>
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<td>N/A</td>
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### Special Education Programs/Number of Students (2015-16)

<table>
<thead>
<tr>
<th># Special Classes (ELA)</th>
<th># SETSS (ELA)</th>
<th># Integrated Collaborative Teaching (ELA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>38</td>
<td>5</td>
<td>75</td>
</tr>
<tr>
<td>39</td>
<td>7</td>
<td>72</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Types and Number of Special Classes (2018-19)</th>
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</thead>
<tbody>
<tr>
<td># Visual Arts: 25  # Music: 3  # Drama: 2  # Dance: 1  # CTE: 0</td>
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### Racial/Ethnic Origin (2017-18)

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>Black or African American</th>
<th>White</th>
<th>Hispanic or Latino</th>
<th>Asian or Native Hawaiian/Pacific Islander</th>
<th>Multi-Racial</th>
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</thead>
<tbody>
<tr>
<td>0.4%</td>
<td>82.4%</td>
<td>4.2%</td>
<td>11.3%</td>
<td>2%</td>
<td>0%</td>
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### % Limited English Proficient (2017-18)

<table>
<thead>
<tr>
<th>Limited English Proficient</th>
<th>Students with Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>13.6%</td>
<td>23.6%</td>
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</table>

### Student Performance for Elementary and Middle Schools (2017-18)

<table>
<thead>
<tr>
<th>ELA Performance at levels 3 &amp; 4</th>
<th>Science Performance at levels 3 &amp; 4 (4th Grade) (2016-17)</th>
</tr>
</thead>
<tbody>
<tr>
<td>43.1%</td>
<td>90%</td>
</tr>
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</table>

### Student Performance for High Schools (2016-17)

<table>
<thead>
<tr>
<th>ELA Performance at levels 3 &amp; 4</th>
<th>Mathematics Performance at levels 3 &amp; 4</th>
<th>Global History Performance at levels 3 &amp; 4</th>
<th>History Performance at Levels 3 &amp; 4</th>
<th>Science Performance at levels 3 &amp; 4 (8th Grade) (2016-17)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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</tbody>
</table>

### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

#### Elementary/Middle School

<table>
<thead>
<tr>
<th>Met Adequate Yearly Progress (AYP) in ELA (2016-17)</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
</tr>
<tr>
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<table>
<thead>
<tr>
<th>Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
</tr>
<tr>
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<table>
<thead>
<tr>
<th>Met Adequate Yearly Progress (AYP) in Science (2016-17)</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
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### High School

<table>
<thead>
<tr>
<th>Met Adequate Yearly Progress (AYP) in ELA (2016-17)</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
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<table>
<thead>
<tr>
<th>Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)</th>
</tr>
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<tbody>
<tr>
<td>American Indian or Alaska Native</td>
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<tr>
<td>N/A</td>
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<table>
<thead>
<tr>
<th>Met Adequate Yearly Progress (AYP) in Graduation (2016-17)</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
</tr>
<tr>
<td>N/A</td>
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</tbody>
</table>
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.

Part 1 – Needs Assessment

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

1.) Based on the following summative and formative data sources: Teachers assessments, Exit Slips, Homework accuracy of completion and Fountas and Pinnell assessments, during the period of January through May 2018 reading assessment results on grades K - 2, show strong evidence that forty fifty eight to seventy percent of students on these grades are mastering reading skills. This is an increase across grades of fifteen percent.

2.) Despite this notable gain in scores, there is strong evidence that these summative and formative assessments do not accurately communicate student ability and/or their range of skills. When tested on grades three and four there is a significant drop in student literacy performance levels and their math problem solving skill. Consequently, teachers on grades three and four must spend several months introducing and reintroducing concepts and skills taught on grade two.

Across all grades, teacher will work on vertical teams, using the 3rd grade Item Skill Analysis as a measure for skill evaluation, unit plan and concept develop. The priority is to ensure alignment between grade level performance goals and the 3rd grade Item skills Analysis. Questions on the Item Skills Analysis are significantly more demanding student performance, improving the focus of unit plans, better aligning material used to develop lesson plans, ensuring that assessment questions and assessment format are aligned to standards.

Teachers will make shifts in key standards between grades, giving emphasis to identified standards sooner rather than later. They will also develop their lessons using cross curricular planning. This allows for lessons that have depth and require a broader range of thinking.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

Goal: By June 2019, 2nd through 5th grade students will be reading at or above grade level and will show a 10% increase above our 2017 through 2018 performance results as measured by Item Skills Assessments, Formative and Summative Assessments and Fountas and Pinnell Benchmark Reading Assessment.
### Part 3a – Action Plan

**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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades Pre-K - 5 teachers and all students</td>
<td>Sept 2018 through June 2019</td>
<td>School Leadership, Instructional Coaches, ESL Coordinator, Grades Pre-K-5 Teachers</td>
</tr>
</tbody>
</table>

The Pre-K program incorporates the use of a series of interdisciplinary units that is broken up into three sections throughout the year. The sections are My Community and Me, The Environment and Me and Change and Growth All Around Me. The program is designed to support students learning using a variety of developmentally appropriate practices.

The program also incorporates the use of the Building Blocks math curriculum in conjunction with the NYC interdisciplinary units of study. The program embeds mathematical learning in daily Pre-K activities. The activities are designed to relate informal math knowledge to formal concepts. The Building Blocks program promotes mathematical thinking and is aligned to both state and national standards.

* Our Kindergarten through 2nd grade use the Wilson Fundations Phonics Program. This is a multi-sensory and systematic approach to phonics, spelling and handwriting. Teachers in Grades K-2 utilize both the Reading and Writing Program from Teachers College. The program is designed to develop avid and skilled readers and writers using standard based instructional practices. Teachers in grades 3-5 write their own Units in Reading based on Grade Level Standards, Beginning-of-Year Assessments and data from the previous year’s ELA State Tests. Grades 3-5 are also currently writing their own Units in writing modeled after Teacher’s College Writing Units.

* In Math, Grades K-5 are using a combination of Go Math and JUMP Math Curriculum. Both offer students the opportunity to learn mathematics skills using engaging and interactive approaches to learning while incorporating common core math standards.

* Professional Development cycles will be based on the ELA and Math curriculum goals and teacher’s Advance performance data from the 2017-2018 school years. PD tools will include videos, professional literature, inter-visitations, modeling, and
workshops. Additionally, teachers will be involved in ongoing professional development lead by the Universal Literacy Coach and Teacher Center Coach.

* Systems and structures include Professional Learning Communities that utilize Data Driven Dialogue Protocol and Vertical Inquiry Teams. Our teacher teams analyze data from weekly assessments at their weekly grade level meetings.

II

- Strategies to address students with disabilities include flexible scheduling, sub teachers to provide small group instruction, differentiated instruction, use of technology and supplemental programming.
- English Language Learners needs are addressed through rigorous classroom instruction, ESL services and supplemental ELL programming including and ESL After-School Academy and native language tutoring in English Language Arts and Mathematics.
- Content standards and curricula are adapted to meet the challenges other high-need students and students from each aforementioned subgroup are also referred for RTI push-in and pull-out groups and AIS push-in and after-school services on an as-needed basis.

III

- To increase parent involvement and engagement, parents will receive a Report Card 3 times a year and an interim Progress Report 3 times per year.
- Teacher-parent contact will occur weekly after school on Tuesdays, as well as during Parent-Teacher Conferences in November and March to share progress or concerns.
- Newsletters will be distributed monthly with an explanation of current units of study. After each Fountas and Pinnell Assessment, parents will receive the results of the assessment as well as a list of strategies on how they can help their child at home.
- During parent workshops, parents will be given their child’s 2014 NY State test scores including the breakdown of standards. After writing units, teachers will hold publishing parties that celebrates students’ writing pieces.
- Limited English Proficient parents are encouraged to take Adult ESL classes held at P.S. 114. LEP parents are also encouraged to attend monthly ESL workshops at P.S. 114, on topics that pertain to the learning needs of their children. P.S. 114 also holds a Native Language Read-
Aloud Brunch for families who speak other languages at home in various languages including Arabic, Punjabi, Urdu, Haitian Creole, and Spanish.

- 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.

### 3b – Parent and Family Engagement

**How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.**

In addition to the discussion on this important topic at each PTA meeting, monthly newsletters will distributed to parents September 2018 - June 2019. Teacher teams will host monthly parent teacher content and homework discussions. Additionally, the parent coordinator will schedule and facilitate monthly parent workshops that cover various topics focusing on our instructional program, data trends and school instructional goals. Our School Leadership Team will also work with our classroom teachers supporting parents of students with attendance and tardiness concerns.

### 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.

- Time allotted for weekly instructional team meetings,
- Time allotted for Principal Forum,
- 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 students not reading on grade level. e.g. Fundations, 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 ongoing Targeted, Pedagogical and Content specific professional development during the school day by by various organizations such as Teachers College, on topics such as running records, the development assessments, narrative writing and algebra.
- 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.

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th></th>
<th>Title I SWP</th>
<th></th>
<th>Title I TA</th>
<th></th>
<th>Title II, Part A</th>
<th></th>
<th>Title III, Part A</th>
<th></th>
<th>Title III, Immigrant</th>
</tr>
</thead>
</table>
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 2019, One hundred percent of students, grades 2nd grade through 5th grade will have been evaluated for progress toward established reading benchmark/goal. Remedial Interventions will be developed for any student not progressing by two levels, ensuring that 10% of students are on or above grade by June 2019 compared to 2017 reading tests measures.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

Fountas and Pinnell

**Part 5c.** In February 2019, 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.

Part 1 – Needs Assessment

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

According to the 2016 - 2017 School Quality review, the school cultivates the development of overarching systems and partnerships that support and sustain the social emotional and developmental health of all students. 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.

Our priority needs are in response to 2017 - 2018 311 complaints by parents communicating their concerns with acts of bullying in classrooms and the lunch room. We received approximately fifteen calls for bullying during this time period.

Identified teachers will attend the Restorative Circles training, turn key training to their peers. Teachers will then develop and present a series of lessons to their classes.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

Goal: By June 2019, 100% of the students will have developed and presented two auditorium events to their peers, a written project or a visual presentation on a current or historical social justice event.
Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
</table>
| • Evidence-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). | Grades Pre-K-5 | Monthly, starting in October 2018 | Teachers, Guidance Counselor, Psychologist Administration and Support Staff |

PBIS is one of the research-based instructional programs that we will use to (1.) develop and structure school wide programs designed to develop constructive pro social habits with our students, tier behavior intervention plans and remove barriers to high performance in our classrooms. (2.) provide professional restorative circles training for all teachers. Some of the programs, but not limited to will be the following:

- Monthly giving projects
- Talent contest
- Guest speakers
- Leadership conferences
- Grade level clubs
- Recognition assemblies

To address the needs of students with disabilities, English language learners, and other high-need students the school psychologist, ELL teachers and SWD’s teachers will train paraprofessionals and teachers on effective proactive and reactive classroom interventions/strategies.

Through the PTA, Parent coordinator, and numerous parent focused workshops, our parents will have several opportunities to communicate with teachers on goal of assembly programs as well as the opportunity to develop and present to staff and students. staff.
Continuous and collaborative communication with parents throughout the school year about school and class behavioral rules, expectations, and social interaction goals.

Informing families about classroom routines 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.

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

September 2018 - June 2019, monthly and quarterly newsletters, developed by classroom teachers, workshops developed and presented by school guidance counselor and parent participation at various school events (family fun nights, movie nights, holiday luncheons and community dinners will be organized), will serve to engage parents/families and support their understanding of our supportive environment.

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.

<table>
<thead>
<tr>
<th>X</th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>X</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
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<tbody>
<tr>
<td></td>
<td>C4E</td>
<td>21st Century Grant</td>
<td></td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
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</table>
### Part 5 – Progress Monitoring

<table>
<thead>
<tr>
<th><strong>Part 5a.</strong> 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>By February 2019, 80% of students will have presented on their current or historical social justice event as measured by teacher evaluation and feedback on each student’s project.</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Part 5b.</strong> Indicate the specific instrument of measure that is used to assess progress.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher will develop and use grade level rubrics to assess progress toward goal.</td>
</tr>
</tbody>
</table>

| **Part 5c.** In **February 2019,** 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.

**Part 1 – Needs Assessment**

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
</tr>
</thead>
</table>
| 1. **What are the school’s strengths relative to this Framework element?** Indicate the data trends, source and year.  
2. **What is the priority need(s) that will be addressed in the goal and action plan for this Framework element?** Indicate the data trends, source and year. |

1.) Teacher’s 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 daily exit slips and other assessments are used to differentiate instruction and create small groups for targeted instruction.

Improved alignment to the learning standards 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 Pinnell 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.

2.) Our priority needs are driven by the 2017 - 2018 Item Skills Analysis Report. The report on grades 3 through 5 accurately surfaced significant gaps in our evaluation of learning goals and learning targets. Assessments on grades K through 2 did not accurately inform teachers of student performance abilities.

The information from the ITA requires more precise alignment with math standards and literacy standards on grades k through 2. Teachers on these grades in consultation with teachers on grades 3 through 5 will collaborative shift/concepts standards between grades to give increasing emphasis on those standards in earlier grades.

**Part 2 – Annual Goal**

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 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 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>By June 2019, 100% teachers will have worked on horizontal and vertical teams designed to surface time gaps in both math and literacy standards taught across all grades, discussing these time gaps using grade rubrics and teacher assessments to evaluate priority of instructional shifts.</strong></td>
</tr>
</tbody>
</table>
### Part 3a – Action Plan

**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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All staff</td>
<td>Sept 2018 through June 2019</td>
<td>Principal, assistant principal and lead teachers</td>
</tr>
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</table>

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.

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.

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.

| N/A | N/A | N/A | N/A |
| N/A | N/A | N/A | N/A |

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Parent surveys will be sent home to parents starting in September 2018, November 2018, January 2019 and April 2019. Teacher teams and our SLT will review survey results and implement agreed activities.

### Part 4 – Budget and Resource Alignment

2018-19 CEP
**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 all teachers, scheduling sub teachers to support classroom, scheduling vertical teacher meeting.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
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<td>X</td>
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<td></td>
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**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 2019, 100% teachers will have worked on vertical teams and developed modified grade level assessments that accurately surface grade performance ability.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Summative assessments.

**Part 5c.** In February 2019, 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 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.

Part 1 – Needs Assessment

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

1.) Based on the school's 2016 - 2017 School Quality Snapshot, 84% of teachers stated that the curriculum was both interesting and challenging. 81% of teachers stated that the learning community/school community was supportive.

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.

School leadership ensures instructional support by empowering teachers, encouraging problem solving, adjusting scheduling to support teacher meetings, setting aside per session funds to increase teacher after school planning. ESL teachers provide targeted professional development to teachers based on feedback from teacher evaluations.

2.) Our priority needs are driven the 2017 - 2018 school survey, while 85% of the teachers spoke favorably of administrative support, and the opportunity for professional development, there remains the concern that student performance is not accelerating at the rate of support provided to classroom teachers. At least 60% of teacher lesson plans do not show continuity of reflective and timely responsive planning.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

Goal: By June 2019, 100% of the teachers will have been observed utilizing the Danielson Framework for Teaching.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
</table>
| - Evidence-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). | All teachers, related service providers and paraprofessional | Sept 2018 through June 2019 | Principal and assistant principal |

**Teachers College Coaches and Teacher Center Coaches will facilitate PD for teachers on targeted unit planning, lesson planning and effective assessments. School leadership will develop and implement building observation schedule, performance data monitoring system and schedule professional learning series through online videos, targeting individual teachers and groups areas for improvement.**

**Strategies to address the needs of high-need student subgroups include reorganization of classroom/student groupings based on three-point criteria – academic needs and social-emotional needs.**

**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.**

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### 3b – Parent and Family Engagement

**How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.**

**Parent surveys will be sent home to parents starting in September 2017, November 2017, January 2018 and April 2018. Teacher teams and our SLT will review survey results and implement agreed activities.**

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### 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.**
Coaches for teacher professional development, After school per session for continued professional develop and teacher planning.

<table>
<thead>
<tr>
<th>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tax Levy</td>
</tr>
<tr>
<td>C4E</td>
</tr>
</tbody>
</table>

**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 2019, 60% of our staff will have been observed and provided feedback/next steps using the Danielson Framework.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Danielson Framework

**Part 5c.** In February 2019, 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.

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
</tr>
</tbody>
</table>

1.) Parents are provided with examples of student work products that demonstrate meeting standards and strategies to support their children at home in meeting those standards. As part of the school culture, all grades share/communicate instructional expectations with parents. Teachers and guidance counselors meet with parents to discuss college and career readiness skills such as informational writing, research and problem solving in math. Parents have articulated that the workshops have contributed to their deeper understanding of what is expected of their children and how to help them. In addition, the school utilizes an online grade book which is an interactive system that allows parents to reciprocate in the communication process.

2.) Based on 2017-2018 teacher homework completion data, sixty percent of students are not completing homework assignments and/or projects. Our priority needs are to increase the percentage of students completing homework assignments by twenty percent during the 2018-2019 school years.

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 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 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal: By May 2019, all classroom teachers, grades Pre-K through fifth grade, through transparent and consistent communication with all parents will increase student homework completion by 20%.</td>
</tr>
</tbody>
</table>
### Part 3a – Action Plan

**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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students and families</td>
<td>Sept 2018 through June 2019</td>
<td>Administrators, teachers, parent coordinator</td>
</tr>
</tbody>
</table>

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 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.

### 3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

Currently, CAMBA is our only CBO that works with our school.

### 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.

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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 2019 80% of our parents will have been involved in or attended a school related functions.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.
<table>
<thead>
<tr>
<th>Sign in sheets</th>
</tr>
</thead>
</table>

**Part 5c.** In **February 2019**, 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 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>Grades K-2: Level 1 as determined by Fountas &amp; Pinnell reading assessments and grade-level benchmark goals. Grades 3-5: levels 1 and 2 as determined by Fountas &amp; Pinnell reading assessments and grade-level benchmark goals.</td>
<td>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</td>
<td>Services are delivered through both push-in and pull-out small groups.</td>
<td>Grades K-5 Level 1: services are provided during the school day. Grades 3-5 Level 2: Services are delivered after-school.</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Go- Math weekly assessments, NYS math assessment results, formative assessments Small groups, manipulatives, technology</td>
<td></td>
<td>Services are delivered through both push-in and pull-out small groups.</td>
<td>Grades K-5 Level 1: services are provided during the school day. Grades 3-5 Level 2: Services are delivered after-school.</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Science program, workbooks, technology Small groups, manipulatives, technology</td>
<td></td>
<td>Services are delivered through both push-in and pull-out small groups, homework</td>
<td>During the school day and extended day</td>
</tr>
</tbody>
</table>

2018-19 CEP
<table>
<thead>
<tr>
<th>Social Studies</th>
<th>Literacy assessment, Social Studies assessments</th>
<th>Visuals, Historical time lines, Reading comprehension, Vocabulary development</th>
<th>Small group instruction</th>
<th>During the school day</th>
</tr>
</thead>
<tbody>
<tr>
<td>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>Classwork performance, IEP mandates, teacher referrals, parent requests</td>
<td>Student recognition programs, Support staff conferences with student and parent, Kings county hospital clinical support, PBIS programs</td>
<td>Services are delivered through both push-in and pull-out small groups.</td>
<td>Services will be provided during and after-school hours</td>
</tr>
</tbody>
</table>
Section 7: Support for Students in Temporary Housing (STH)

Directions:
- **All** Title I schools must complete Part A of this section.
- **All** Non-Title I schools must complete Part B of this section.

Supporting Students in Temporary Housing (STH)
As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
<th>23</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
<td></td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td>After school programming, arts program, sports program</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
<th>23</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
<td></td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td></td>
</tr>
</tbody>
</table>
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.

N/A
Section 8: 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(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status

<table>
<thead>
<tr>
<th>X</th>
<th>Schoolwide Program (SWP)</th>
<th>Targeted Assistance (TA) Schools</th>
<th>Non-Title I</th>
</tr>
</thead>
</table>

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.

- 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 activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff 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).

N/A

Part 4: SWP Schools Only

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

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

All teachers, pre-k through 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 codes. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. 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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Funding Amount</th>
<th>Indicate the amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fund Source (i.e. Federal, State or Local)</td>
<td>contributed to Schoolwide pool. (Refer to Galaxy for school allocation amounts)</td>
<td>purposes of each program whose funds are consolidated. Indicate in Column B, section references where a related program activity has been described in this plan.</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Title I Part A (Basic)</strong></td>
<td>Federal 310.396</td>
<td>[ ] □ 6 (AIS)</td>
<td></td>
</tr>
<tr>
<td><strong>Title II, Part A</strong></td>
<td>Federal 63.279</td>
<td>[ ] □ 5C part 3A</td>
<td></td>
</tr>
<tr>
<td><strong>Title III, Part A</strong></td>
<td>Federal 12.366</td>
<td>[ ] □ 6 (AIS)</td>
<td></td>
</tr>
<tr>
<td><strong>Title III, Immigrant</strong></td>
<td>Federal 0</td>
<td>□</td>
<td></td>
</tr>
<tr>
<td><strong>Tax Levy (FSF)</strong></td>
<td>Local 3,047,150</td>
<td>[ ] □ 5C part 3A</td>
<td></td>
</tr>
</tbody>
</table>

**Explanation/Background:**

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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 Priority and Focus School Improvement Funding**: Support implementation of school improvement plans that aims to improve instruction and address the identified needs.
• **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with 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 and Family Engagement Policy and aligned with student achievement goals in the school comprehensive educational plan.

• **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.
Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/CEP 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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>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. P.S. 114, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>P.S. 114 will support parents and families of Title I students by</td>
</tr>
<tr>
<td>● providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;</td>
</tr>
<tr>
<td>● 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;</td>
</tr>
<tr>
<td>● fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;</td>
</tr>
<tr>
<td>● providing assistance to parents in understanding City, State and Federal standards and assessments;</td>
</tr>
<tr>
<td>● sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;</td>
</tr>
</tbody>
</table>
● 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

Parental Involvement and School Quality

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., ESSA/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 ESSA;

- 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;

### Encouraging School-Level Parental Involvement

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)

School-Parent Compact (SPC) Template

P.S. 114, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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: High Quality Curriculum

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 Every Student Succeeds Act (ESSA);

### I. School Responsibilities: Supporting Home-School Relationships

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;
### I. School Responsibilities: Providing Parents Reasonable Access to Staff

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;

### I. School Responsibilities: Providing General Support to Parents

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 Title I requirement for Every Student Succeeds Act (ESSA) 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

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 2018-19 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. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School: ______</th>
<th>DBN: ______</th>
</tr>
</thead>
<tbody>
<tr>
<td>This school is (check one):</td>
<td>conceptually consolidated (skip part E below)</td>
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</tbody>
</table>

### Part B: Direct Instruction Supplemental Program Information

<table>
<thead>
<tr>
<th>The direct instruction component of the program will consist of (check all that apply):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Before school</td>
<td>After school</td>
</tr>
<tr>
<td>Total # of ELLs to be served: ______</td>
<td></td>
</tr>
<tr>
<td>Grades to be served by this program (check all that apply):</td>
<td></td>
</tr>
<tr>
<td>K</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Total # of teachers in this program: ______</td>
<td></td>
</tr>
<tr>
<td># of certified ESL/Bilingual teachers: ______</td>
<td></td>
</tr>
<tr>
<td># of content area teachers: ______</td>
<td></td>
</tr>
</tbody>
</table>

2018-19 CEP
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 reading and writing as opposed to listening and speaking. For example, many continually entitled students scored at expanding or commanding listening and speaking levels on the 2016 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 and teacher-created benchmark data. Each cycle will last four weeks, beginning the week of November 17th 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 ENL benchmark assessment. 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 a minimum of 50 ENL students in grades K-5 in five groups of 10-15. The program will be implemented by two certified ENL teachers and three content-area teachers. Students attending the program will be selected from all subgroups (Newcomers, 4-6 years, Sped ELLs, Long-Term ELLs, etc.) The ENL After-School Academy will implement guided reading with emphasis on academic vocabulary acquisition, phonics, grammar and sentence structure. All instruction will take place in English with some translation of English materials as needed into home languages. Students will work on tasks that exercise all of the four modalities of language – listening, speaking, reading and writing. Direct instruction will be provided through flexible groupings. Each teacher will be responsible for working with their own assigned groups, and content teachers will receive ongoing professional development from the ELL coordinator to ensure they utilize ENL methodologies as they teach their groups. The ENL After-School Academy will use materials crafted by the teachers of the program, guided reading lesson plans from ReadingA-Z.com, and Wilson Fundations for those students who struggle with phonics and phonemic awareness. These materials are supplemental and distinct from those used for daily instruction. Students will be engaged in guided reading and writing activities. Each teacher group will contain 10-15 students, and each group will be assigned their own classroom. All materials will be chosen and adapted to meet the needs of each homogeneous student group. Notifications for the ELL After-School program are sent to the DOE translation services to be
Part B: Direct Instruction Supplemental Program Information

translated into parents home languages. Attendance is kept by each teacher and logged on a spreadsheet each week by the ENL Coordinator.

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: 

ENL Professional Development at P.S. 114 to our general education staff will be administered by our two ENL certified teachers, E. Kocahan and C. Dumitrescu and our Borough Field Support team. Title III teachers are also chosen to attend Department of ELL trainings, conferences and Professional Development sessions. These professional development workshops will be held throughout the school year, during professional development days, grade level meetings and professional periods. Topics will include Understanding the New Language Arts Progressions, Scaffolding Curriculum for ENL Proficiency Levels, Overview of the NYSESLAT; Fountas and Pinnel Assessment for ELLs, Guided Reading with ELLs and Teaching Math to English Language Learners. These topics have been chosen based on teacher surveys in which teachers have stated topics they feel they need development in. Teachers with significant ELL classroom populations will also be chosen to attend DELLS 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. Content teachers working in the Title III program will receive monthly professional development on ENL methodologies and Language Acquisition theory by the ENL coordinator. All teachers in the building will receive professional development monthly at a minimum, with further PD sessions schedules according to answers from ongoing teacher surveys. Sessions will take place during grade-level meetings (50 mins) and after school (60 mins). PD will be given to grade level teams separately from the rest of the staff to ensure targeted discussions and information relevant to the grade team is given. These sessions will positively impact the progress of ELLs by ensuring that all staff members are aware of the specific needs of ELLs and they they are up-to-date on new rules and regulations regarding ELLs. The ENL coordinator will provide these PD sessions. The coordinator will attend workshops given outside of the building by DELLS, Borough Field Support and the R-BERN to ensure that she also receives sufficient PD. All agenda and attendance pages for PD sessions will be kept in a professional development binder in our Teacher Center.

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
Part D: Parental Engagement Activities

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 of ENL students and Title III students are also encouraged to attend monthly ENL workshops at P.S. 114, on topics that pertain to the learning needs of their children. Topics include overview of the NLAP, reading and writing with children, test strategies, the importance of L1 literacy, free NYC programs for children and families, community resources, summer learning activities and other various student learning and family-centered topics. Parents are informed of these workshops through backpacked letters and flyers in the native language and phone calls in the native language. Translation services (oral and written) are provided by staff members in Arabic, Haitian Creole, and Spanish both before and during these events. Parent workshops are facilitated by the certified ENL teachers on staff, E. Kocahan and C. Dumitrescu.

Parent Workshops will take place monthly, on Tuesdays, at both 8:30 am and 2:30 pm. If parents cannot attend these times, we will make special arrangements to meet individually with them to ensure they get the information that was given. Workshops are an hour long. There will be a total of 9 workshops for parents of ELLs and Title III students, one every month beginning in October. Agendas, attendance sheets and copies of invitations in preferred languages will be kept in a binder in the ENL Coordinator's room.

Part E: Budget

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

Allocation Amount: $____

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Per session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Per diem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchased services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>High quality staff and curriculum development contracts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies and materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Must be supplemental.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional curricula, instructional materials.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Part E: Budget**

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

Allocation Amount: $_____

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Must be clearly listed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td>____</td>
<td>____</td>
</tr>
<tr>
<td>Travel</td>
<td>____</td>
<td>____</td>
</tr>
<tr>
<td>Other</td>
<td>____</td>
<td>____</td>
</tr>
<tr>
<td>TOTAL</td>
<td>____</td>
<td>____</td>
</tr>
</tbody>
</table>
DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>18</th>
<th>Borough</th>
<th>Brooklyn</th>
<th>School Number</th>
<th>114</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Name</td>
<td>P.S. 114 Ryder Elementary School</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Principal</th>
<th>Darwin Smith</th>
<th>Assistant Principal</th>
<th>Reather Fields</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coach</td>
<td>Ellen Berkowitz</td>
<td>School Counselor</td>
<td>Jessica Shirley</td>
</tr>
<tr>
<td>ENL (English as a New Language)/Bilingual Teacher</td>
<td>Rachael Wasilewski</td>
<td>Parent Coordinator</td>
<td>Turner</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Rachel Porcellio, ELA</td>
<td>Field Support Center Staff Member</td>
<td>Seourette Fougere</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>Jennifer Meade, Speech</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Superintendent</td>
<td>Beverly Wilkins</td>
<td>Other (Name and Title)</td>
<td>type here</td>
</tr>
</tbody>
</table>

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 | 1 |
| Number of certified bilingual teachers currently teaching in a bilingual program | 0 |
| Number of teachers who hold both a content area/common branch and TESOL certification | 1 |
| 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 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

2018-19 CEP
**Part II: ELL Demographics**

**A. ELL Programs**

This school serves the following grades (includes ELLs and non-ELLs)

Check all that apply:

<table>
<thead>
<tr>
<th>Grade</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
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<tbody>
<tr>
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<tr>
<td>TBE</td>
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<td>0</td>
</tr>
<tr>
<td>TBE</td>
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<td>0</td>
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</tr>
<tr>
<td>DL</td>
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<td>DL</td>
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</tr>
</tbody>
</table>

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

**Part III: Assessment Analysis**

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

   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 Pinnell 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 Fundations, Great Leaps, or Guided Reading).

P.S. 114 also addresses ELL reading deficits in our ENL 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 structures do you have in place to support this effort?

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?

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.

4. What structures do you have in place to address interventions once the summative data has been gathered?

5. How does your school use 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 Fundations, 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 Fundations 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. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].)
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.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?

Part IV: ELL Programming

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 access points 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 functions 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 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 aids, 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 though the three RTI tiers and receive individualized instruction. RTI interventions include guided reading, Great Leaps, and Wilson Fundations.

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.

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

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 Fundations, Great Leaps and targeted guided reading. Native language materials used include Imagine Learning program usage.

7. **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.

8. **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 Fundations 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 Fundations 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.

9. Based on data and trends, 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.

10. If you had a bilingual program, what was the reason you closed it?
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.

11. 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 Fundations for those students who struggle with phonics and phonemic awareness.

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

12. 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.

13. How is home language support assessed and 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.

14. 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.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?

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.
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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. 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.

17. What language electives are offered to ELLs?

P.S. 114 does not offer language electives.

18. 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

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 and non-pedagogic staff.) 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?

Our Certified ENL teachers attend Professional Development Workshops offered by our network support team, as well as the DELSS 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. 16th - Introduction to the NLAP and the Engage Scaffolding for ELLs Resource Guide (Gr. K-2)
Nov. 23rd - Introduction to the NLAP and the Engage Scaffolding for ELLs Resource Guide (Gr. 3-5)
Dec. 7th - Unpacking the NLAP Part 1 (Gr. K-2)
Dec. 14th - Unpacking the NLAP Part 1 (Gr. 3-5)
Jan. 11th - Unpacking the NLAP Part 2 (Gr. K-2)
Jan. 25th - 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.

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 levels of language proficiency.

2. 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.

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.

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.

### 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. **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.

### 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:
Part V: ELL Identification Attestation

Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Darwin Smith, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
## Part VI: LAP Assurances

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Darwin Smith</td>
<td>Principal</td>
<td></td>
<td>10/28/15</td>
</tr>
<tr>
<td>Reather Fields</td>
<td>Assistant Principal</td>
<td></td>
<td>10/28/15</td>
</tr>
<tr>
<td></td>
<td>Parent Coordinator</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Rachael Wasilewski</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>10/28/15</td>
</tr>
<tr>
<td>Joseph St. John</td>
<td>Parent</td>
<td></td>
<td>10/28/15</td>
</tr>
<tr>
<td>Anne Schmitt</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>10/28/15</td>
</tr>
<tr>
<td>Christina Mennuti</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>10/28/15</td>
</tr>
<tr>
<td>Ellen Berkowitz</td>
<td>Coach</td>
<td></td>
<td>10/28/15</td>
</tr>
<tr>
<td></td>
<td>Coach</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Jessica Shirley</td>
<td>School Counselor</td>
<td></td>
<td>10/28/15</td>
</tr>
<tr>
<td>Beverly Wilkins</td>
<td>Superintendent</td>
<td></td>
<td>10/28/15</td>
</tr>
<tr>
<td>Seourette Fougere</td>
<td>Field Support Center Staff</td>
<td></td>
<td>10/28/15</td>
</tr>
<tr>
<td></td>
<td>Member Brooklyn South</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
</tr>
</tbody>
</table>
The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>NO</td>
<td>NO</td>
</tr>
</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

**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 that cannot communicate in English (not just parents of ELL students).

**Part A: Identification and Assessment of Parents that Cannot Communicate in English**

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

   The Language Access Coordinator identifies families in need of translation 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 ENL 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. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.
<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARABIC</td>
<td>24</td>
<td>5.27</td>
<td>25</td>
<td>5.49</td>
</tr>
<tr>
<td>BAMBARA</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0.22</td>
</tr>
<tr>
<td>FRENCH</td>
<td>2</td>
<td>0.44</td>
<td>1</td>
<td>0.22</td>
</tr>
<tr>
<td>HAITIAN CREOLE</td>
<td>35</td>
<td>7.69</td>
<td>37</td>
<td>8.13</td>
</tr>
<tr>
<td>ENGLISH</td>
<td>374</td>
<td>82.2</td>
<td>371</td>
<td>81.54</td>
</tr>
<tr>
<td>PUNJABI (A.K.A. PANJABI)</td>
<td>1</td>
<td>0.22</td>
<td>1</td>
<td>0.22</td>
</tr>
<tr>
<td>SPANISH</td>
<td>18</td>
<td>3.96</td>
<td>18</td>
<td>3.96</td>
</tr>
<tr>
<td>URDU</td>
<td>1</td>
<td>0.22</td>
<td>1</td>
<td>0.22</td>
</tr>
</tbody>
</table>

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

None

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monthly Calendars</td>
<td>1st of Every Month</td>
<td>Send to Translation Unit as soon as calendars are available. In some cases, translate on site (Arabic, Haitian Creole, Spanish). On-site translation done by staff members per-session when staff is available.</td>
</tr>
<tr>
<td>Parent-Teacher Conference Dates</td>
<td>September 2017</td>
<td>Obtained from the NYC DOE’s Translation and Interpretation Unit (intranet page) and distributed by the Language Access Coordinator.</td>
</tr>
<tr>
<td>Parent-Teacher Conference Interpretation Schedules for On-Site language interpreters</td>
<td>Distributed 2 weeks prior to each PT Conference</td>
<td>This document will be translated by on-site staff, per-session, when available. In the case staff is not available, documents will be sent to Translation Unit for written translation, 1 month prior to conference dates.</td>
</tr>
<tr>
<td>Holiday Dates/School Off and Half-Day Dates/Schedules</td>
<td>Distributed 2 weeks prior to holiday/vacation date</td>
<td>Obtained from the NYC DOE's Translation and Interpretation Unit</td>
</tr>
</tbody>
</table>
New York State testing dates and testing memos (for NYS ELA, Math, Science and NYSESLAT exams) | Distributed 1 month prior to testing dates | This document will be translated by on-site staff, per-session, when available. In the case staff is not available, documents will be sent to Translation Unit for written translation, 1 month prior to distribution dates.

RTI service letters and letters home about academic progress/needs | Distributed as needed/individual basis | These documents will be translated by on-site staff, per-session, when available. In the case staff is not available, documents will be sent to Translation Unit for written translation, 1 month prior to distribution dates.

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, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent orientations for families of newly identified ENL students</td>
<td>Ongoing</td>
<td>Interpretation will be provided by on-site staff, when available. In other cases, Translation and Interpretation Unit Telephone Hotline will be used in a one-to-one meeting with the family.</td>
</tr>
<tr>
<td>Four parent-teacher conferences</td>
<td>September, October, March, May</td>
<td>Interpretation will be provided by on-site staff, when available. In the case staff is not available, Translation and Interpretation Unit Telephone Hotline will be used in a one-to-one meeting with the family.</td>
</tr>
<tr>
<td>PS 114 holds regular parent workshop meetings for ELL parents</td>
<td>2-4x a year</td>
<td>Interpretation will be provided by on-site staff, when available. In the case staff is not available, we will contract outside vendors for interpretation services using translation funds.</td>
</tr>
<tr>
<td>Individual parent meetings about behavior or academic progress</td>
<td>Tuesdays (ongoing) Parent Contact Time</td>
<td>Interpretation will be provided by on-site staff, when available. In other cases, Translation and Interpretation Unit Telephone Hotline will be used in a one-to-one meeting with the family.</td>
</tr>
<tr>
<td>School wide parent workshops held by the parent coordinator</td>
<td>Ongoing</td>
<td>Interpretation will be provided by on-site staff, when available. In the case staff is not available, we will contract outside vendors for interpretation services using translation funds.</td>
</tr>
</tbody>
</table>
3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

In the case of an emergency, LEP parents will be contacted via phone in their native language. Staff are available who speak the native languages of some parents. When staff is not available, the NYCDOE Interpretation line will be used. Several staff members will be assigned in September to call families in the case of an emergency so that parents can receive the information immediately.

Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

All staff will participate in Language Access Training, which will take place during after-school professional development time (Monday 2:20-3:35). This workshop will focus on the regulations and the steps staff must take to ensure translation and interpretation are provided for families who need the services. The Language Access Coordinator will prepare monthly reports of language access services completed at the school by keeping track of all interpretation and translation services provided for the month. Monthly reports will be shared with the principal. LAC will also attend grade-level meetings, during which he/she will ensure that each team has provided documents for translation services when needed. Grade teams will be responsible for sending documents to LAC for translation.

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:
- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc..)

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. If staff cannot find a translator, they all have the translation line 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 E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?
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.