



**PUBLIC SCHOOL 116**

**2009-10**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: 32K116**  
**ADDRESS: 515 KNICKERBOCKER AVE. BKLYN, NY 11237**  
**TELEPHONE: 718-821-4623**  
**FAX: 718-821-0363**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 116      **SCHOOL NAME:** Elizabeth Farrell

**SCHOOL ADDRESS:** 515 Knickerbocker Ave. Brooklyn, NY 11237

**SCHOOL TELEPHONE:** 718-821-4623      **FAX:** 718-821-0363

**SCHOOL CONTACT PERSON:** Seiw Kong      **EMAIL ADDRESS:** skong@schools.nyc.gov

**POSITION/TITLE:** PRINCIPAL

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Erik Schrynemakers

**PRINCIPAL:** Seiw Kong

**UFT CHAPTER LEADER:** Eric Schrynemakers

**PARENTS' ASSOCIATION PRESIDENT:** Myrna Rivera

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)*      N/A

**DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION**

**DISTRICT:** 32      **SSO NAME:** 32K116

**SSO NETWORK LEADER:** Ada Orlando

**SUPERINTENDENT:** Lillian Druck

## SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Seiw Kong	*Principal or Designee	
Erik Shrynemakers	*UFT Chapter Chairperson or Designee	
Myrna Rivera	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Danielle O’Connell	Staff	
Mary Nunez	Staff	
Marina Limon	Parent	
Maria Gil	Parent	
Anita Ramkishun	Parent	

(Add rows, as needed, to ensure all SLT members are listed.)

\* Core (mandatory) SLT members.

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

## SECTION III: SCHOOL PROFILE

### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

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PS116K has made tremendous gains in all academic areas. Most significant has been an increase in the amount of students at levels 3 & 4 in mathematics – a jump from 22% in Spring 2007 to 92.3% in Spring 2009. In addition, we have met all our ELA targets and are no longer designated as a School in Need of Improvement, a worthy accomplishment in spite of the fact that all English Language Learners (ELLs) in an English Language School System (ELSS) were mandated to take the ELA exam with 1 or more years. Given this tremendous challenge, all our ELLs and General Education students met and exceeded the performance index set for our school. We are indeed proud of this major accomplishment and anticipate impressive gains in ELA and Math this year as well.

Teachers have also embraced a more balanced and holistic approach to teaching literacy. We are actively involved in Teachers College Reading and Writing project and many of our teachers attend Teachers College Study Groups. We have also greatly enhanced our classroom libraries and students spend significant amounts of time building stamina for reading and sharpening their writing craft during Writing Workshop. Teachers at PS116K, though young, are enthusiastic learners, collegial colleagues and are always ready and eager to implement “Best Practices” in all subjects, especially in the area of literacy and mathematics. Our classrooms are vibrant and we are proud of the beautiful class work that our students continually produce, colorful and standards based bulletin boards in all subject areas, rubrics based writing pieces and art projects displayed throughout the school. We are indeed a community of learners – every one of us.

We are still working on providing our at-risk students with targeted assistance by using innovative practices in the area of literacy focusing on getting many of our new teachers trained in various intervention programs, e.g. FUNdations for grades K-2, Wilson for grades 3-5, Leap Frog grades in K-1, and this year we have added other intervention programs using technology, AWARDS for our ELLs, Special Education students both self contained and CTT classes. We also added an additional teacher for push-in services to our first and second grade classes. This teacher will support students in the area of Guided Reading and FUNdations in grades 1 and 2 as part of a Department of Education Response to Intervention (RTI) initiative. In addition, we have Academy for Success After School program for grades 1-5 at-risk students.

Many of our teachers, while enthusiastic and eager to learn, still need intensive professional development in the area of guided reading and one-to-one focused literacy intervention practices so that they can provide our youngest learners with research based literacy strategies, especially in fluency and phonemic awareness. Therefore, our literacy coaches shall work intensively with all teachers in this area. In addition, a guided reading bookroom has been established with over 10,000 books to support guided reading in all classrooms, including the Bilingual classes, ELLs and Special Education. In an effort to maintain reading growth over the summer with the intention to lessen the impact of summer reading loss, we have created a summer reading initiative program, for the second

year to target this issue. This initiative is to offer a variety of library books students choose to read over the summer, anywhere between 5 to 6 novels for the upper grade and lower grades, anywhere from 5 to 10 books. This year, we will create Collaborative Inquiry Team for all grades; one CTT Inquiry Team and one Bilingual Team K-5. The goal of the Collaborative Inquiry is to focus on targeted population on moving academic progress. Teachers will come together to discuss the needs of students in the same grade level and plan strategically to support students in acquiring the skills needed in all content areas. The CTT Inquiry Team will focus on increasing special education student's writing performance and the Bilingual Teacher Team will focus in enhancing the curriculum to increase teachers' effectiveness in instruction. We are also working with the new interim assessments developed by the TCRWP and selected a series of interim assessments from Acuity to monitor, diagnose and support students in grades 3-5 in both ELA and Mathematics. We will continue to provide professional development and support to the teachers since these tools are new and require an extensive amount of training, especially with ARIS.

Many of our English Language Learners are also experiencing difficulty in second language acquisition and in literacy. Consequently we have continued to provide our teachers with both on/off site professional development in specific strategies that will help them support students in their classrooms who are second language learners. These teachers have attended many in-house sessions on assessment, guided reading, intervention and small group ESL instructional approaches that will support our second language learners and their transitions to increased ELA strategies and instruction. This year, we initiated the Saturday Academy for Success for all ELLs students K-5 to provide additional support because most of our incoming ELLs do not speak English. The Saturday Academy will utilize the AWARDS online program. We will also work towards strengthening teachers instructional strategies by continuing to read ***Research-Based Strategies for English Language Learners: How to Reach Goals and Meet Standards, K-8*** by Denise M. Rea and Sandra P. Mercuri. Study groups will be formed for teachers to discuss and improve their teaching practices for ELLs.

P.S 116K believes in providing enrichment programs in Arts to build a well-balanced holistic individual. All students from K-5 receive music during the day program. Our music teacher concentrates on teaching students to read music notes through instruction with the recorder. Students will progress towards band instruments. He also provides instruction in choral music exposing them to various musical genres. Selected students will have opportunities to attend performances related to the music they are learning. They will also perform in a special concert in Carnegie Hall in the spring. Violin instruction is provided during the extended day for grades 3-5 by two of our talented teachers, and this year we will add the viola to complement the violins. We have recorder and clarinet clubs for grades 3-5. Grade 5 students receive the Ballroom Dancing from the American Ballroom Theatre which they will compete in district and city level. Students in grades 2 and 3 are exposed with different dance from the Joyce Theatre. Ballet instruction is provided to grade 1 and 2 students during after school. In addition, we have the *Arts and Literacy After School* program from the Coalition for Hispanic Family Services which teaches literacy through the arts. This program offers students interdisciplinary exposure to dance, visual arts, drama, yoga, martial arts, creative movement, media works, and Science using the arts. The arts and Literacy program helps students to cultivate critical thinking amongst our students. Their curriculum builds on the interests and strengths of the students. The program also provides participants with homework help and art therapy. Social services are provided to families in need through the Coalition for Hispanic Families. This year we are also beginning another After School homework and art program, *Little Leaders of Brooklyn*. They will expose students to yoga, karate, keyboarding, and arts and crafts. An After School Media/Technology program will also be provided to students in grades 3-5 to expose students to various technological

tools and skills. Another exciting initiative for P.S 116 is that we will purchase equipment for video conferencing whereby students are able to communicate with other organizations in United States and around the world, such as NASA, Indianapolis Zoo, and Australia Barrier Reef. PS 116K believes in recognizing all students achievements and talents to build self confidence and positive self-image. Therefore, we conduct monthly Student of Month Assembly to recognize and applaud students who are have demonstrated high academic achievement, good behavior, and completion of class work and homework. Students with perfect attendance are also acknowledged in this assembly. These students receive certificates, special pins/buttons and gifts. Parents are encouraged and given invitation to attend the Student of the Month Assembly because one class will perform on this day. Students will show their talents and knowledge by participating on activities like the Spelling Bee, Social Studies and Science Jeopardy. We will promote the importance of keeping a healthy vision by offering eye exams through the Helen Keller Foundation. This year the Out2Play playground is completed and students are able to use the different activities during recess.

PS116K is a thriving school and community of learners. We are making progress and are committed to our students, parents and teachers. We seek improvements in teaching and learning, we seek knowledge and reform, we seek information and researched based practices and we seek and aspire to be the very best. Our students deserve no less. Our teachers and administrators are eager to support our students and are continuously making changes and enhancements to their teaching practices. We are now striving to align all our assessments with curriculum goals and objectives, student outcomes, professional development needs and instructional resources. We look forward to these challenges and to the Children First Initiative reforms that will be making its way through our system within the next couple of years. We embrace diversity, respect all cultures and communities and live by our motto – AIM HIGH, DO YOUR BEST AND BE CARING. We also continuously revisit our mission statement – to cultivate, nourish and enhance our students’ self-image as life-long learners and to provide them with challenging opportunities and experiences. One thing is for certain, PS 116 is always looking for ways to better serve our students. We are continuously seeking new programs and opportunities to support, enhance and nurture our students. That is why we are an “A” school!

## SECTION III – Cont’d

### Part B. School Demographics and Accountability Snapshot

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

#### CEP Section III: School Profile

#### Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
<b>School Name:</b>	P.S. 116 Elizabeth L Farrell						
<b>District:</b>	32	<b>DBN:</b>	32K116	<b>School BEDS Code:</b>	333200010116		
DEMOGRAPHICS							
Grades Served:	Pre-K		3	√	7		11
	K	√	4	√	8		12
	1	√	5	√	9		Ungraded
	2	√	6		10		
<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	<i>(As of June 30)</i>	2006-07	2007-08*	2008-09
Pre-K	0	0	0		92.0	92.0	93.1
Kindergarten	77	88	76	<b>Student Stability - % of Enrollment:</b>			
Grade 1	92	88	105	<i>(As of June 30)</i>	2006-07	2007-08	2008-09
Grade 2	89	93	90		92.8	93.2	93.4
Grade 3	78	76	80	<b>Poverty Rate - % of Enrollment:</b>			
Grade 4	65	76	80	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
Grade 5	57	67	74		95.4	92.6	92.6
Grade 6	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 7	0	0	0	<i>(As of June 30)</i>	2006-07	2007-08	2008-09
Grade 8	0	0	0		3	3	23
Grade 9	0	0	0	<b>Recent Immigrants - Total Number:</b>			
Grade 10	0	0	0	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
Grade 11	0	0	0		20	8	8
Grade 12	0	0	0	<b>Special Education Enrollment:</b>			
Ungraded	0	4	0	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
Total	458	495	509				
<b>Special Education Enrollment:</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	<i>(As of June 30)</i>	2006-07	2007-08	2008-09
# in Self-Contained Classes	0	0	8	Principal Suspensions	11	17	11
# in Collaborative Team Teaching (CTT) Classes	29	37	51	Superintendent Suspensions	3	3	6
Number all others	19	18	26	<b>Special High School Programs - Total Number:</b>			
<i>These students are included in the enrollment information above.</i>				<i>(As of October 31)</i>	2006-07	2007-08	2008-09
<b>English Language Learners (ELL) Enrollment:</b>				CTE Program Participants	0	0	0
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	Early College HS Program Participants	0	0	0
# in Transitional Bilingual Classes	120	109	103	<b>Number of Staff - Includes all full-time staff:</b>			
# in Dual Lang. Programs	0	0	0	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
# receiving ESL services only	62	73	80	Number of Teachers	39	45	49

**CEP Section III: School Profile**

**Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)**

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	11	2	6	Number of Administrators and Other Professionals	8	7	7
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	2	2
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	76.9	73.3	65.3
				% more than 5 years teaching anywhere	61.5	62.2	57.1
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher	95.0	84.0	90.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	79.4	88.2	86.0
American Indian or Alaska Native	0.9	0.0	0.0				
Black or African American	8.3	8.9	7.5				
Hispanic or Latino	88.0	85.9	85.9				
Asian or Native Hawaiian/Other Pacific Isl.	2.0	2.6	2.9				
White	0.9	2.6	2.0				
<b>Male</b>	50.9	49.3	48.3				
<b>Female</b>	49.1	50.7	51.7				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
<b>SURR School (Yes/No)</b>	If yes, area(s) of SURR identification:						
<b>Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:</b>							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>Individual Subject/Area Ratings:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	IGS			ELA:			
Math:	IGS			Math:			
Science:	IGS			Graduation Rate:			

<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
		<b>Elementary/Middle Level</b>			<b>Secondary Level</b>		
<b>Student Groups</b>		ELA	Math	Science	ELA	Math	Grad Rate
<b>All Students</b>		√	√	√			
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American		-	-	-			
Hispanic or Latino		√	√	√			
Asian or Native Hawaiian/Other Pacific Islander		-	-	-			
White		-	-	-			
<b>Other Groups</b>							
Students with Disabilities		√SH	√	-			
Limited English Proficient		X	√	√			
Economically Disadvantaged		√	√	√			
<b>Student groups making AYP in each subject</b>		4	5	4	0	0	0

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>					
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	88.4	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	10.4	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	19.9	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	52.8						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	5.3						

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
√ = Made AYP	Δ = Underdeveloped
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
	◇ = Outstanding
	NR = No Review Required

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

## SECTION IV: NEEDS ASSESSMENT

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
  - What have been the greatest accomplishments over the last couple of years?
  - What are the most significant aids or barriers to the school's continuous improvement?
- 

PS 116K is taking a data-driven approach to improving student performance, using item analysis, portfolio assessment, and other indicators to identify and address weaknesses and target areas for growth on a continuous basis. Ongoing assessments are both formal and informal. These assessments include, but are not limited to, E-PAL, Acuity Predictive Assessments, NYSESLAT, ELL Interim Assessments, NYS ELA and NYS Math, NYS ELE, NYSESLAT, TCRWP Assessments, WRAP (Spanish Assessment), and individual teacher conference notes and informal assessments. In addition, the data on the Annual School Report Card, Progress Report, Acuity, and ATS have been analyzed to determine trends in academic performance.

A very important accomplishment of our school is noted in the School Report Card—that we are in Good Standing in ELA, Math, and Science. After years of being a School in Need of Improvement, this is a significant change that speaks to our academic improvements in our school. We have put a lot of time and effort into various intervention programs and professional development so that we can best serve our populations. Those being said, however, there are still areas that need improvement.

Overall, our NYS ELA scores have increased from 44% levels 3 and 4 in 2006 to 47% in 2007 to 49% in 2008 and to 52% in 2009. Closer analysis of each grade on the State ELA exams allows us to set better goals.

When looking at the individual grade, we see a tremendous growth in our 5<sup>th</sup> grade scores, growing from 44% levels 3 and 4 in 2006 to 57% in 2007. We continued on a positive trend, making a significant gain in 2008 where 72% of 5<sup>th</sup> grade student performing at level 3 and 4. In 2009, we also make a significant increase of 5% totaling to 77% performing at level 3 and 4.

We also see that fourth grade scores have remained somewhat stable at 47% levels 3 and 4 in 2006. There was a light decreased of 2% in 2007 (45% of students at level 3 and 4). In 2008 school year, a slight increase of 1% of students performed at level 3 and 4 totaling to 46%. In 2009, 4<sup>th</sup> grade students who performed at level 3 and 4 is at 36%. This is a decreased of 10%.

In third grade ELA scores for 2006 reflected that 42% of students performed at level 3 and 4 as compared to 2007 where 43% of students performed at levels 3 and 4. It decreased to 32% in 2008; a significant decrease of 11%; however, the scores increased significantly to 66% for 2009 school-year.

Analysis of our ELL population shows a drop from 2007 to 2008, dropping from 22% to 19% in levels 3 and 4, however, in 2008-2009 we see an increase of 20% in levels 3 and 4s. However, with a closer look at individual grade levels there is a steady increase in both grades 4 and 5 and grade 3 shows an unsteady increase across the three year span, therefore, we will continue to monitor their progress. With an overall increase across the grades in our ELL population we will continue to study and reflect on our ELL population.

An area that we have been continuously improving in Mathematics where every year we make positive gains. Over the past 3 years we have moved from 84% (2007) to 88% (2008) and 94% (2009). All grades growth with the exception of 3<sup>rd</sup> grade (decrease 4% of levels 3 and 4 in 2008 as compared to 2007). For 2009 school year, 95% of our 3<sup>rd</sup> graders met levels 3 & 4 which is a 8% increase as compared to 2008. Special Education students decreased 7% at levels 3 and 4 (87%) in 2008 as compared to 2007 (94%). We remained the same in 2009 with 87% of students performing at levels 3 & 4.

An analysis in Science reflects a positive trend over the past three years. In 2006, 49% of students performed at levels 3 and 4; 57% in 2007 which is a significant increase of 8%; and we continued in this positive trend with a very significant increment of 13% in 2008 (70%). However, in 2009 (63%), we had a decrease of 7% of our students at levels 3 and 4.

As for Social Studies, we have been making very positive gains over the past 3 years. In 2006, 55% of our students performed at levels 3 and 4; 2007 (78%) and 2008 (92%). We will continue the positive aspect of Social Studies instruction to ensure that we will make positive gains.

Based on the above needs assessments, all teachers agreed that it is crucial to build the early childhood foundations for all content areas in order for them to succeed in upper grades. Therefore, P.S 116K will implement the followings:

- All K-2 teachers will provide FUNdations to all students during school day.
- An AIS provider for grades 1 students who will receive the Double Dose of FUNdations, in addition to the classroom FUNdations so that these at-risk students will meet grade level.
- An additional AIS provider is hired to support grades 2 students with the Double Dose FUNdations, which is crucial for students to acquire the skills and meet the grade level before they are promoted to 3<sup>rd</sup> grade. This is a continuation of AIS for all grade 2 students who received this intervention in grade 1.
- An additional ESL push-in provider is hired to support grades 3-5 ELLs.
- All Bilingual programs curriculum will be analyzed and adjusted as necessary to ensure coherence in all grades K-5 so that students are able to have continuity in a more effective way.
- Native Language Arts (NLA) program was purchased to ensure that native speaking students acquire a strong native language acquisition and skills to transfer to the second language learning.

- English as a Second Language curriculum will focus on English Language and Writing in order to increase ELLs English language proficiency and to ensure that they receive the mandated ESL hours and these hours increase as they progress into the school year.
- Initiate the ELLs Saturday Academy for Success to provide additional support for language acquisition, especially in the area of writing
- Create a bilingual teacher team to analyze curriculum and employ effective instructional strategies
- Provide professional development to all bilingual teachers to learn and increase effective teaching practices.
- Create survey to assess teachers' professional development needs and provide on/off site professional development for all staff based on the survey
- Create a collaborative inquiry team for each grade to target a selected population in order to increase student academic performance. Teachers will formulate strategic instruction and assessment to monitor and track student progress.
- Create a 4<sup>th</sup> grade CTT Inquiry Team to increase Special Education students' writing performance
- Develop a student performance spread sheet for grades 3 to 5 which consist of data from ARIS which reflects the strands and skills needed to increase their Reading performance. This spreadsheet acts as a tool for teachers to use for differentiated instruction in various forms such as small group instruction, guided reading, strategy lesson, and individual conferences. 3<sup>rd</sup> grade students will have a Mock ELA exam to provide teachers with the baseline assessment to differentiate instruction and create grouping for small group instruction.
- Empowering students to develop short and long term goals for all content areas in order for them to take ownership of their learning
- Conduct two mock Quality Review Walkthroughs to assess all of the five quality statements
- Align the Social Studies and Science state standards to the balanced literacy curriculum and to develop a more detailed curriculum mapping that includes assessments.
- Develop a curriculum mapping for cluster teachers and classroom teachers to ensure that lesson planning does not overlap.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

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### **Annual School Goals:**

To increase the writing performance of the CTT Special Education students in grades 3-5.

- Grades 3, 4 and 5 CTT teachers and related service providers will participate in an Inquiry Team where 15 Special Education students will be targeted for writing performance as evidenced by one level's progress on the TC Writing Continuum.

To improve grades 4-5 English Language Learners (ELLs) performance in literacy.

- Grades 4-5 teachers will participate in the Inquiry Team where 20 students (10 4<sup>th</sup> graders and 10 5<sup>th</sup> graders) will be targeted for one year progress as evidenced by the TC Running Records, NYS ELA Exam and NYSESLAT.

To increase Grade 2 student performance in reading as indicated on the TCRWP Benchmarks.

- In 2008-09, only 34% of 1<sup>st</sup> grade students met the TC Reading Benchmarks. In 2009-2010, 50% of our 2nd graders will meet TC Reading Benchmarks, making at least one year's progress.

To expand teachers' expertise in the teaching of Mathematics using compacting of instruction in Everyday Math Curriculum.

- 100% of teachers will receive professional development in compacting of instruction to differentiate instruction.
- 100% of teachers in the testing grades (3<sup>rd</sup> to 5<sup>th</sup>) will utilize ARIS and Acuity to retrieve data to drive instruction.

To develop teachers' expertise in the effective management and utilization of data in order to expand their teaching repertoire in the area of differentiated instruction.

- An area of weakness identified in The Quality Review was the utilization and management of data by teachers. During the 2009-10, all teachers will receive on-going professional development in analyzing and management of data from Acuity, ARIS and TC Running Records to plan and drive differentiated instruction.

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** ELA (Writing)

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Grades 3, 4 and 5 CTT teachers and related service providers will participate in an Inquiry Team where 15 Special Education students will be targeted for writing performance as evidenced by one level’s progress on the TC Writing Continuum.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Professional development for CTT teachers &amp; related service providers on methods of differentiated instruction during CTT common preparation period.</li> <li>• Teachers and service providers will use the students’ IEPs to drive instruction and differentiation for one-on-one conferences and small group work.</li> <li>• CTT Teachers will expose students to the structures of written tasks, standards and rubrics on the New York State ELA, Math, Science, Social Studies and NYSELSAT examinations.</li> <li>• Teachers will provide more intensive modeling &amp; demonstration of writing during mini lessons &amp; small group work.</li> <li>• Related service providers such as SETSS, mandated counseling, speech or AIS will instruct on qualities of writing according to the student’s IEP goals.</li> <li>• Teachers assess published writing pieces at the end of the unit of study with use of a rubric. Documentation of student progress, next steps and student reflections along with teacher instructional reflections.</li> <li>• Teachers will evaluate students’ On-Demand writing to assess command and growth of narrative writing skills using the TC Narrative Writing Continuum</li> <li>• Teachers will observe student’s daily during independent writing in the content areas, specifically Math, Science and Social Studies.</li> <li>• Funding is allocated in Budget for Per Session for Inquiry Team meetings.</li> </ul> <p>Coaches and Administrator will meet with Inquiry Team members weekly to analyze student data for differentiation of instructions.</p>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Professional development time will be set aside for teachers during grade planning and city designated professional development days. Parents will receive professional development during PTA meetings, as well as additional meetings as necessary.</p> <p>Title I funding: Upper grade literacy coach,, parent involvement and teacher professional development          FSF for library books.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Student’s writing portfolios with writing pieces at the end of the unit of study with use of a rubric.</li> <li>• Samples of student writing from the Test Sophistication periods.</li> <li>• Agenda and minutes for professional development sessions.</li> <li>• Articulation logs between classroom teachers, cluster teachers, service providers and coaches</li> <li>• Per-session professional development</li> <li>• Weekly meeting with the Inquiry Team</li> </ul> <p>Attendance and logs for Inquiry Team</p>

Subject/Area (where relevant): ELA (ELL)

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Grades 4-5 teachers will participate in the Inquiry Team where 20 students (10 4<sup>th</sup> graders and 10 5<sup>th</sup> graders) will be targeted for one year progress as evidenced by the TC Running Records, NYS ELA Exam and NYSESLAT.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Teachers will confer with students to assess their needs; using the needs assessment, teachers will plan for small groups instructions.</li> <li>• Teachers will also conduct guided reading and small group strategy lessons based on students’ needs assessed through NYSESLAT, NYS ELA Test, Examen de Desarrollo en Lectura 2 (EDL2).</li> <li>• Groupings of students will also reflect the Beginners who will read predominantly in Spanish and to expose to English reading gradually; Intermediate students will be challenged to read in Spanish and English and Advanced students will be challenged to read in English.</li> <li>• Teachers with ESL students will implement and challenge Advanced students in Book Clubs to improve and strengthen the four components of language acquisition, namely, listening, speaking, reading and writing.</li> <li>• Teachers will plan using the NYSESLAT and NYS ELA test data for differentiation of writing for Beginners, Intermediate and Advanced students.</li> <li>• Teachers in Bilingual programs will provide native language instruction by using Nuevo Siglos de Espanol a Santillana Program and incorporate balanced literacy components. This will ensure that students acquire a strong native language foundation so that reading skills may be transferred to English Language Acquisition. During the reading in native language, differentiation of instruction is provided and students are grouped based on the Spanish, assessment, Examen de Desarrollo en Lectura 2 (EDL2).</li> <li>• Bilingual Teachers will begin the mini-lesson in Spanish in the beginning of the year and switch to English mid-year to support the Beginners. During Independent Writing, Beginners students will write in Spanish; Intermediate students will be encouraged to write in Spanish or English; Advanced students will write in English. All student narrative writing will be assessed using the Narrative Writing Continuum to plan for small group instruction. Students will also be exposed to non-narrative writing.</li> <li>• As an extension to the Inquiry Team, a Bilingual Teacher Team for grades K-5 will be created to formulate Best Practices for the Bilingual program.</li> <li>• Administrators and literacy coaches will discuss the on-going assessments of students and monitoring of core-curriculum in literacy.</li> </ul>

	<ul style="list-style-type: none"> <li>• Funding allocated in budget for an additional Bilingual/ESL Coordinator to provide support to the ELLs.</li> <li>• Funding allocated to create ELLs Saturday Academy to support grades K-5 ELLs in acquisition of language; improve reading and writing skills.</li> <li>• ELLs targeted for Extended Day and After School program; the Awards Remediation program both utilizing online resources and leveled books.</li> </ul> <p>Teachers will be scheduled to:</p> <ul style="list-style-type: none"> <li>• Attend professional development on site and off site</li> <li>• Participate in inter-visitations on-site</li> <li>• Common planning meetings</li> <li>• Participate in study groups</li> <li>• Administrative Preps</li> <li>• Faculty Conference</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>FUNdations training will be funded through the RTI and C4E allocations. Teacher professional development will be provided during the regular school day by a DOE staff developer. Parent workshops will be provided by the intervention teachers, as well as other staff members, over the course of the school year.</p> <p>C4E: 1 RTI teacher 2<sup>nd</sup> grade AIS and student materials  Title I Parent Involvement Funding  Title I PD monies  Early Grade Reduction  Title III Funding: used to support materials, After School, and per session and training rate for the teachers to attend workshops.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Students reading and writing portfolio</li> <li>• Teacher’s lesson and unit plans will reflect differentiation of instruction based on assessment and groupings based on Beginners, Intermediate and Advanced</li> <li>• Teachers’ portfolios identified areas of weakness which will be used to inform and differentiate instruction: <ul style="list-style-type: none"> <li>- Conference notes, assessment data from NYSELAT, NYS ELA, ARIS, Acuity, Examen de Desarrollo en Lectura 2 (EDL2), On-Demand Writing, small group work, strategy lessons</li> </ul> </li> <li>• Weekly or bi-weekly meetings with Bilingual Teacher Team</li> <li>• Weekly meeting with the Inquiry Team</li> <li>• Attendance and logs for Inquiry and Teacher Team.</li> </ul>

Subject/Area (where relevant): \_\_\_\_\_

**ELA (Reading)**

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<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>In 2008-09, only 34% of 1<sup>st</sup> grade students met the TC Reading Benchmarks. In 2009-2010, 50% of our 2nd graders will meet TC Reading Benchmarks, making at least one year's progress.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Students will receive additional reading intervention from AIS personnel, as part of the second year of the RTI grant using the FUNdations program.</li> <li>• Students who struggled in the first level of FUNdations will receive the double-dose lessons of FUNdations during the Extended day.</li> <li>• FUNdations Staff Developer will provide PD to teachers.</li> <li>• Funding in budget for two AIS teacher to support the classroom teacher with the double-dose lessons. They will meet with students in small groups to work on the skills needed to move independent reading levels and meet the TC Benchmarks.</li> <li>• 2<sup>nd</sup> grade Teacher Team will be formed to discuss on enhancing lessons and strategies.</li> <li>• Teachers will use data from TC Running Records and FUNdations for groupings and differentiation of instruction.</li> <li>• Teachers will receive PDs both on and off site to help address the needs of their readers.</li> </ul> <p>Per Session and Trainee Rate is allocated in budget for meetings and curriculum planning.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>C4E: For AIS Personnel Title I: Lower Grade Literacy Coach and support teachers attending workshops during the day.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• TC Reading Assessments will be used every 6-8 weeks to track students' reading levels and progress towards benchmarks.</li> <li>• FUNdations monthly unit tests will be used to analyze students' progress in attaining the TC Benchmarks.</li> <li>• Teachers' portfolios reflecting:             <ul style="list-style-type: none"> <li>- Conference notes, assessment pieces, On-Demand Writing, small group work, strategy lessons</li> </ul> </li> <li>• Attendance to professional development sessions.</li> <li>• Agenda and Minutes for Teacher Team meetings with Coaches and Administrator.</li> </ul>

**Subject/Area (where relevant):** Mathematics

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>100% of teachers will receive professional development in compacting of instruction to differentiate instruction in Mathematics.</b> <b>100% of teachers in the testing grades (3<sup>rd</sup> to 5<sup>th</sup>) will utilize ARIS and Acuity to retrieve data to drive instruction in Mathematics</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• <b>CLSO consultants will meet with teachers and administrators to receive PD on compacting of instruction and principles of differentiation.</b></li> <li>• <b>Administrators and coaches to collaboratively meet on a monthly basis to discuss the needs of all students and follow-up on the compacting of instruction.</b></li> <li>• <b>Teachers and grade administrators will conduct study groups during grade meetings or as needed using texts by authors such as, Marilyn Burns.</b></li> <li>• <b>Teachers and grade Administrators will meet periodically to analyze data to drive instruction.</b></li> <li>• <b>Trainee Rate is allocated in the budget for PDs.</b></li> <li>• <b>Math Grade Leader will be assigned to provide support to classroom teachers.</b></li> <li>• <b>Class inter-visitation will be programmed to facilitate implementation of compacting of instruction.</b></li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p><b>Early Grade Class Size Reduction</b> <b>Title I</b> <b>School Wide Project</b> <b>Title III After School</b> <b>NYSTL materials</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• <b>Teachers lesson and unit plans will reflect compacting and differentiation of instruction.</b></li> <li>• <b>Teachers’ portfolios</b> <ul style="list-style-type: none"> <li>- <b>Math assessments data from Acuity and NYS Mathematics test and EDM Unit test</b></li> <li>- <b>small group work</b></li> <li>- <b>strategy lessons</b></li> </ul> </li> <li>• <b>Informal Observations to ensure effective planning and execution of compacting and differentiation in Math.</b></li> <li>• <b>Attendance and Agendas to meetings and PDs</b></li> </ul>



**execution of differentiation of instruction which reflects small group work.**

- **Item skills analyses data for students resulting from teacher use of Acuity, ARIS, and TCRWP data in teacher binders.**
- **Attendance to PDs**

**Agendas and minutes to all meetings**

## **REQUIRED APPENDICES TO THE CEP FOR 2009-2010**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	0	0	N/A	N/A	5	0	0	All
1	10	0	N/A	N/A	5	0	0	All
2	20	?	N/A	N/A	5	0	2	All
3	34	?	N/A	N/A	5	0	0	0
4	24	3	0	0	5	0	1	0
5	50	12	22	50	5	0	0	0
6								
7								
8								
9								
10								
11								
12								

**Identified groups of students who have been targeted for AIS, and the established criteria for identification:**

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), Mathematics, Science, and Social Studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<p><b>Wilson Program and FUNdations-</b> A multi-sensory approach used to address phonological/phonemic awareness, phonics and spelling difficulties. FUNdations is provided as a small group/pull out intervention to our grades K and 1 at risk students during the regular school day. FUNdations is provided to the First grade classrooms as whole class phonics instruction. Wilson is provided as a small group/pull out intervention program to our grades 3-5 at-risk students during the regular school day.</p> <p><b>AWARDS Reading Program</b> – A balanced literacy program that supports the needs of our ELL and at-risk students. Award Reading is targeted for ELLs in grades K-4 and our CTT classes. Technology can be used on a daily basis and is an integral part of instruction. The program contains powerful assessments and hundreds of engaging and thought provoking print and electronic texts in different genres. It guides children along a leveled continuum of reading, ensuring that they develop the necessary grade-level phonemic awareness, phonics, fluency, vocabulary, comprehension, and technology skills necessary for today’s classrooms.</p> <p><b>RAZ-Kids</b> - Raz-kids.com is a website published by Learning A-Z, Inc. It is a place where your students can go for modeled fluency, engaging reading practice and automatic assessment of their reading comprehension. Students get their own user name and password and can read books anywhere they can connect to the Internet – at home or at school.</p> <p><b>AIS Reading-</b> A small-group, guided reading intervention provided to increase comprehension and language skills for at-risk second grade students during the school day.</p> <p><b>Extended Day-</b> Small group tutoring provided to our Level 1 and 2 students in grades K-5 (general education and bilingual).</p> <p><b>Title I Afterschool-</b> small group instruction provided to students in general education.</p> <p><b>ELL Saturday Academy-</b> Small group instruction to help the students in grade 1-5 to support English language proficiency.</p> <p><b>Differentiated Instruction in the Classroom-</b> Each teacher provides differentiated instruction through conferences, strategy lessons, technology, and guided reading.</p>
<b>Mathematics:</b>	<p><b>Extended Day-</b> Small group tutoring provided to our Level 1 and 2 students in grades K-5 (general ed and bilingual).</p> <p><b>Bilingual Title III Afterschool-</b> Students in grades 1-5 will be provided with an intensive afterschool program to support their mathematics learning.</p> <p><b>General Education Title I Afterschool-</b> Students in grades 3-5 will be provided with additional instruction in mathematics.</p>

	<b>Differentiated instruction in the classrooms-</b> Professional development was provided to all teachers on how to best differentiate math instruction in the classrooms. Three specific strands of focus for instruction were number sense, operations, and problem solving.
<b>Science:</b>	Differentiated instruction by the Science cluster during the regular day in Grades 3, 4, and 5. Extensive professional development for teachers in grades 3-5 to support our at risk students in the Science content.
<b>Social Studies:</b>	Differentiated instruction by the classroom teacher during the regular day in Grades 3-5 and a Social Studies cluster in K-2. Classroom-Initiated Projects on Social Studies Themes
<b>At-risk Services Provided by the Guidance Counselor:</b>	<b>Guidance:</b> Small group and individual intervention provided to students focusing on social and coping skills, feelings, character education, and career awareness. Guidance is trained in Peer Mediation and Conflict Resolution. Pulls out small groups for conflict resolution and turnkeys information to all our staff in K-5.
<b>At-risk Services Provided by the School Psychologist:</b>	Provides mandated services only.
<b>At-risk Services Provided by the Social Worker:</b>	Provides services to at-risk students on a one to one or small group basis. These services are provided at least one time per week and include talk therapy, role modeling, and play therapy.
<b>At-risk Health-related Services:</b>	<b>Vision/Hearing Screening-</b> K-1 students are screened for vision and hearing by the Health Department to provide early detection and services. Grades 2-5 hearing and vision screening is completed by our health aide. <b>NikeGO-</b> physical fitness professional development grant provided to health aide, Physical education teacher, and classroom teachers in grades 2- 5 so that they may intervene with the whole class during the regular school day to promote overall physical health. Gym equipment and materials were provided by the grant. <b>Speech-</b> provides services at risk <b>Health Cluster-</b> provides differentiated instruction to students in grades K-2 on health related issues.

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

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## **Part I: School ELL Profile**

### **A. Language Allocation Policy Team Composition**

#### TEAM MEMBERS

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School PS 116 Region 4 District 32

Principal	<u>Seiw Kong</u>
Assistant Principal	<u>Debbie Diaz (Lower)</u>
Assistant Principal	<u>Sandra Mojica (Upper)</u>
ESL Teacher	<u>Judy Chen/Ivelisse Juarbe</u>
Bilingual Teacher	<u>Hilcia Almonte</u>
Parent	<u>Myrna Rivera</u>
Coaches	<u>Jory Lieber (Literacy-Lower)</u> <u>Cortney Loyd (Literacy-Upper)</u>

### **B. Teacher Qualifications**

Our school is located in the heart of the Bushwick community in District 32, Region 4. At PS 116K, the current student population is 510. We have 1 certified ESL teacher and 7 certified Bilingual teachers.

### **C. School Demographics**

At PS 116, 197 our student population are ELLS which makes 38% of our populations. 86% of our school population is Hispanic, 9% is Black, 2% white, and 3% Asian. The student population is served through one of these options: self-contained Transitional bilingual education program (Spanish/English) or through push-in/pull out free-standing ESL (English).

Our bilingual program (Spanish/English) offers the following grades: Kindergarten, first grade, second, 3<sup>rd</sup>/4<sup>th</sup> bridge self-contained special ed., third grade CTT and 4<sup>th</sup>/5<sup>th</sup> grade. Students are placed based on their proficiency levels in order to meet the needs of the mandated time. Our Bilingual teachers provide the minutes necessary to their classes by differentiating their instruction.

## **Part II: ELL Identification Process**

When parents come in to PS 116 to register their children we have the school secretary sit and explain to them the process of registering their children. The secretary then takes out the HLIS (home language survey) and contacts the ESL teacher. The secretary and licensed and qualified ESL teachers, who is appointed, Judy Chen and Ivelisse Juarbe walks the parents through the form and has it filled out on the spot. Judy Chen speaks English, Cantonese, Mandrin, and Spanish as well. Ivelisse Juarbe speaks and writes in Spanish and English. The ESL teacher will

then schedule an appropriate time/date to test the students that are eligible for testing based on the HLIS forms, if it is pre-registration or they will be tested right after registration. Based on LAB-R results child(ren) are placed appropriately in their classes and parents are notified of the choices of programs we have TBE or Free-standing ESL. We offer one on one meeting with our parent coordinator and ESL teacher when requested by parents.

Our ELLs take the NYSESLAT annually and these are steps we follow to ensure that all eligible ELLs take the exam. First, a class list for all students entitled to take the NYSESLAT is printed. The ESL teachers then go through the list to ensure that all students, including X-coded, are added to that list as well. Then all newcomers including transfer students are double-checked to ensure that they are eligible for testing. Teachers and selected staff members (ESL teacher, AIS, SETSS, Administrator/testing coordinator, and coaches) are trained to administer and score the NYSESLAT according to the state regulations.

The results of the NYSESLAT are utilized in the formation of classes and the placement of students. It is also a tool to plan for instruction for all ELLs. To ensure that all parents and students receive the entitlement letters, the letters are given to all students that are entitled in their home language as well as English with their names written on the form. The forms must be returned to the classroom teacher at a designated time and it will then be forwarded to the ESL teachers (Judy Chen and Ivelisse Juarbe).

PS 116 identifies its ELLs based on the HLIS form. Any new students that are eligible will be tested within 10 days of enrollment. If a child speaks a language other than English, he/she will be administered the LAB-R in English and Spanish, if necessary. Once the child (ren) is given the LAB-R parents are notified of the results and contacted through the parent coordinator. If the parents are present when the child is given the LAB-R, the parents are notified and the parent orientation video will be viewed at the moment. The choices of programs are explained in their home language. The child(ren) are placed according to the choices of parents and their options. Based on LAB-R results child (ren) are placed appropriately in their classes and parents are notified of the choices of programs we have TBE or Free-standing ESL. We offer one on one meeting with our parent coordinator and ESL teacher when requested by parents.

The trend is either the TBE or Freestanding ESL. During 2009-2010, 55% of our ELL parents requested Bilingual and 25% requested ESL. About 75% of the parents chose to let their child(ren) remain in Bilingual. However, 25% of those parents wanted their child(ren) in the ESL program. The previous years are about the same. More than half of our parents requested Bilingual and/or the Freestanding ESL program. If they chose another program that we could not offer, we recommend the schools that do have those programs to accommodate said parent(s). The programs offered at our school are aligned with parent requests.

## **B. Programs and ELLs by Subgroup**

We have identified 116 of our ELLs as students who have been here less than three years and 96 are between 4-6 years. In our Bilingual program (Spanish/English), we have 80 ELLs that have been in the program for 3 or less years. 17 are categorized as special education. There are 3 of them that have been in the program for 4 to 6 years. We have no students that belong to the long-term ELLs category (more than 6 years). In our free-standing ESL program we have 36 ELLs that have been in the program for 3 years or less. 6 of these are in special education. There are 84 of them that have been in the program for 4 to 6 years. None of the remaining student belong in

the LTE category (more than 6 years). We have a total of 109 Bilingual students and a total 81 ESL students.

### **C. Home Language Breakdown and ELL Programs:**

#### **TBE**

Currently, we have 24 Kindergarteners in our Bilingual (Spanish) program, 15 in the first grade, 21 in the 2<sup>nd</sup> grade, 22 in 3<sup>rd</sup> grade CTT, 9 in 3<sup>rd</sup> (6) & 4<sup>th</sup> (3) grade self-contained special education, 18 in the 4<sup>th</sup> (15) 5<sup>th</sup> (3) grade bridge.

#### **ESL**

We have 8 Kindergarteners in the ESL program, which 2 of them are special education and 1 that speaks Arabic, 15 in the 1<sup>st</sup> grade, which 1 of them speaks Arabic and 3 categorized as special education, 11 in the 2<sup>nd</sup> grade, 1 of which speak the Chinese language, 15 in the 3<sup>rd</sup> grade, which one speaks Chinese and one recently arrive at the country. 14 in the 4<sup>th</sup> grade, which 1 of them is categorized as special education, and 22 in the 5<sup>th</sup> grade, which 8 of them have been opted out of bilingual. We have a total of 32 ELLs in Kindergarten, in the bilingual program and ESL program, 30 in the 1<sup>st</sup> grade, 32 in the 2<sup>nd</sup>, 43 in the 3<sup>rd</sup>, 32 in the 4<sup>th</sup>, and 21 in the 5<sup>th</sup> grade.

### **D. Programming and Scheduling Information**

PS 116 offers a TBE program and a Freestanding ESL Program. Our bilingual provide offers the following grades: Kindergarten, first, 2<sup>nd</sup> CTT, 2<sup>nd</sup> and 3<sup>rd</sup>/4<sup>th</sup> bridge self-contained special education, 3<sup>rd</sup> grade, and 4<sup>th</sup>/5<sup>th</sup> grade bridge bilingual. Our ESL program is offered thru push-in/pull-out model. We created a predominately ELL class per grade to focus on students with special English language acquisition needs. The ESL push-in teacher works collaboratively with the classroom teacher of the predominately ELL students. The ESL teacher pushes into the Kindergarten, 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade classrooms.

The LAP for the Transitional Bilingual program will do the following:

- Continue our after-school program that targets our ELL students and provides them with additional ESL academic intervention services with a primary focus on Principle 2: Academic Rigor.
- Integrate ESL/NLA strategies into the Literacy Block in all classrooms with the use of leveled libraries in both languages (English and Spanish)
- Provide students with instructional strategies that reflect the scientifically based program used in Mathematics (Everyday Math) in the Native Language
- Plan lessons that foster English language development as well as Native Language Arts development (i.e., Book Talks, Turn and Talk, Shared/Partner Reading, Read Aloud, Oral Reports, etc.)
- Provide additional opportunities and materials to foster oral language development and to assist them in making the transition from Spanish to English with a focus on Principle 4: Explicit English as a Second Language (ESL), English Language Arts (ELA) and Native Language Arts (NLA) Instruction.

The LAP for the ESL program will do the following:

- Continue with our ESL daytime instructional program, which emphasizes on listening and speaking in English.
- Organize one monolingual class per grade composed primarily of our ELL students and have the ESL teacher push-in daily and work collaboratively with the classroom teacher to provide small group instruction. Teachers model the use of the language in way in which the students are expected to participate.

- Provide professional development (CALLA training) in the implementation of ESL strategies to be used by the regular classroom teachers as well as the cluster teachers. Teachers will plan and articulate principles of effective instruction for ELLs via the Teacher's College consultants.
- Continue to seek out grant opportunities to fund extra-curricular programs that would benefit our ELL students and their families.
- Conduct ESL instruction classes for parents of our ELL population as part of the 21<sup>st</sup> Century Grant.

Provide both the ESL and predominate ELL classroom teacher with professional development time to conduct book club studies on books such as: *Learning to Learn in a Second Language* by Pauline Gibbons and *Scaffolding Language: Scaffolding Learning (Teaching Second Language Learners in the Mainstream Classroom)* by Pauline Gibbons.

For the teaching of Mathematics we follow the Everyday Math curriculum in the native language. Content areas such as Science are taught in English, using the ESL approach, with a 10-15 minute summary in their native language. We use the Harcourt curriculum for grades 3-5 and FOSS for grades K-2. In Social Studies Leveled libraries are used to align with the NYS standards accordingly and is taught in English through an ESL approach and summarized in their native language. The ELLS will continue to receive after-school program that targets ELL students and provide them with additional ESL academic intervention services with a primary focus on Principle 2: Academic Rigor. Integrate ESL/NLA strategies into the Literacy Block in all classrooms with the use of leveled libraries in both languages (English and Spanish). Plan lessons that foster English language development as well as NLA development (i.e. Book Talks, Turn and Talk, Shared/Partner Reading, Read Aloud, Oral Reports, etc.) Provide additional opportunities and materials to foster oral language development and to assist them in making the transition from Spanish to English with a focus on Principle 4: Explicit English as a Second Language (ESL), English Language Arts (ELA) and Native language Arts (NLA) Instruction. Parents are supported through a variety of workshops, parent meetings, and the parent coordinator is in constant contact with our parents.

Our plan for the 96 ELLs, who have received ESL services 4-6 years, are continuously offered extended day, afterschool programs funded Title I and Title III, as well as any extra curricular activities that is offered. These children continue to receive ESL services. After thorough examination of their student records and/or portfolios some of these ELLs are recommended for mainstream classrooms to further extend their language experience. These students are monitored to see if further services such as AIS (Wilson or Foundations) are needed for a successful transition into the mainstream classrooms.

We have identified 8 of students as long-term ELLs. We have continuously applied for the Extension of Services for these students annually. The long-term students have continually improved in the four modalities. However, most of them seem to have not improved much in the writing area. We will continually assess and offer AIS for targeted students. These students are no longer exempt from taking city/state tests. Based on formal assessments, 2 of the above mentioned students continue to improvement. Teachers use TC assessments (reading and writing workshop conferences. Continue with our Bilingual and ESL daytime instructional program, which emphasizes on listening and speaking in English. Intervention such as math lab, voyager, conflict resolution, counseling, Leap Frog, and Wilson is offered to students that need intervention.

The language goals of students with IEPs state that students will acquire language proficiency through TBE/ESL methodologies. Conferencing, Interim Assessment, EDL (Evaluacion del desarrollo de la lectura) for students with an IEP in Bilingual classes are used for differentiated instruction. Teachers assessments, portfolios, Foundations & Wilson (if they are eligible) are all formal and informal assessments the school to identify the strengths and needs. Through direct observation and through several assessment tools 14 ESL students identified as having special needs appear to have difficulties acquiring the new language (English) due to their disabilities. We have CTT, Bilingual and push in ESL to accommodate our parents' choices. We continually have AIT (Academic Intervention Team) meetings, PPT (Pupil Personnel Team), School Leadership Team, Study groups, and Cabinet meetings to update any and all information regarding our student body. In these meetings and/or it becomes available teachers are constantly collaborating with one another.

Students that become proficient in the NYSESLAT are placed in monolingual classrooms and they will receive additional ESL services or academic intervention services as needed and/or recommended by classroom teachers. These students will continue to receive testing modifications for the next two years after achieving proficiency in the NYSESLAT. These students will be offered the opportunity to participate in after school programs funded by Title I and Title III.

One of the improvements we will be making is increased professional development for Bilingual Teachers and personnel working with ELLs. In these sessions teachers will be analyzing data from the NYSESLAT, ELA, Math, and Science (if applicable), from their own students. One of the programs that we are in the process of implementing further, AWARD will be extended to all classrooms so all the ELLs will have access through the internet. Other internet based programs such as RAZ-Kids and Imagine (Special Education) will also be implemented further for the upcoming year. As part of our initiative to further align and improve our Social Studies curriculum, Houghton Mifflin Harcourt, new text books will be purchased for all grades K-5. These textbooks are aligned to the New York City Performance Standards.

Our students also participate in enrichment programs and activities such as Ballet, Ballroom Dancing, Technology, Bilingual Spelling Bee, Violin, Recorder, Drama, and Joyce Theatre events. Besides the Title I, Title III, and the Saturday Academy for our ELLs, the above enrichment programs and other academic programs (Academy for Success and Arts and Literacy Program) are extended to all our ELLS.

The instructional materials that are used to support our ELLs for ESL: Rigby "On Our Way to English" which is used for the ESL/ELA. All classes have been provided with leveled libraries in English and Native Languages (Spanish). The Social Studies curriculum materials are based on leveled libraries in English and textbooks have been ordered in English and Spanish. The Science program is provided in Spanish/English to bilingual classrooms from Harcourt (grades 3-5) and FOSS (grades K-2). In Math we have Everyday Math program that is available in English and Spanish.

Any student that has been recommended services such as SETSS (English/Spanish), counseling, speech therapy (English/Spanish), and occupational therapy is receiving the services stated in their IEP and/or Personal Intervention Plan. Service providers have materials available to them in the Literacy Resource Room such as leveled libraries in English and Spanish. These providers are also welcome to the resources that classroom teachers have available.

### **Part III: ELL Demographics**

#### **A. ELL Programs**

##### **TBE**

Currently, we have 24 Kindergarteners in our Bilingual (Spanish) program, 15 in the first grade, 21 in the 2<sup>nd</sup> grade, 22 in 3<sup>rd</sup> grade CTT, 9 in 3<sup>rd</sup> (6) & 4<sup>th</sup> (3) grade self-contained special education, 18 in the 4<sup>th</sup> (15) 5<sup>th</sup> (3) grade bridge. In our Bilingual program (Spanish/English), we have 80 ELLs that have been in the program for 3 or less years. 17 are categorized as special education. There are 3 of them that have been in the program for 4 to 6 years. We have no students that belong to the long-term ELLs category (more than 6 years). In our free-standing ESL program we have 36 ELLs that have been in the program for 3 years or less. 6 of these are in special education. There are 84 of them that have been in the program for 4 to 6 years. None of the remaining student belong in the LTE category (more than 6 years). We have a total of 109 Bilingual students and a total 81 ESL students.

##### **ESL**

Our ESL program is offered thru push-in/pull-out model. We created a predominately ELL class per grade to focus on students with special English language acquisition needs. One qualified, licensed ESL teacher for K-2 (Judy Chen) and one qualified and licensed teacher (Ivelisse Juarbe) for grades 3-5. The push-in teacher(s) will work collaboratively with the classroom teacher of the predominately ELL students. The ESL teacher(s) either push in or pull-out the Kindergarten, 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade classrooms. The ESL teachers push-in/ pull-out accordingly to the time mandated.

We have 8 Kindergarteners in the ESL program, which 2 of them are special education and 1 that speaks Arabic, 15 in the 1<sup>st</sup> grade, which 1 of them speaks Arabic and 3 categorized as special education, 11 in the 2<sup>nd</sup> grade, 1 of which speak the Chinese language, 15 in the 3<sup>rd</sup> grade, which one speaks Chinese and one recently arrive at the country. 14 in the 4<sup>th</sup> grade, which 1 of them is categorized as special education, and 22 in the 5<sup>th</sup> grade, which 8 of them have been opted out of bilingual. We have a total of 32 ELLs in Kindergarten, in the bilingual program and ESL program, 30 in the 1<sup>st</sup> grade, 32 in the 2<sup>nd</sup>, 43 in the 3<sup>rd</sup>, 32 in the 4<sup>th</sup>, and 21 in the 5<sup>th</sup> grade.

#### **B. ELL Years of Service and Programs**

Currently, we have 24 Kindergarteners in our Bilingual (Spanish) program, 15 in the first grade, 21 in the 2<sup>nd</sup> grade, 22 in 3<sup>rd</sup> grade CTT, 9 in 3<sup>rd</sup> (6) & 4<sup>th</sup> (3) grade self-contained special education, 18 in the 4<sup>th</sup> (15), and 5<sup>th</sup> (3) grade bridge. We have 8 Kindergarteners in the ESL program, which 2 of them are special education and 1 that speaks Arabic, 15 in the 1<sup>st</sup> grade, which 1 of them speaks Arabic and 3 categorized as special education, 11 in the 2<sup>nd</sup> grade, 1 of which speak the Chinese language, 15 in the 3<sup>rd</sup> grade, which one speaks Chinese and one recently arrive at the country. 14 in the 4<sup>th</sup> grade, which 1 of them is categorized as special education, and 22 in the 5<sup>th</sup> grade, which 8 of them have been opted out of bilingual. We have a total of 32 ELLs in Kindergarten, in the bilingual program and ESL program, 30 in the 1<sup>st</sup> grade, 32 in the 2<sup>nd</sup>, 43 in the 3<sup>rd</sup>, 32 in the 4<sup>th</sup>, and 21 in the 5<sup>th</sup> grade.

Any newly enrolled ELL student are invited to come to the school to view all the available programs and given a tour of the school. This occurs after pre-registration. Over the summer the parent coordinator provides orientation meetings for newly enrolled/pre-registered students. All programs are explained to them and are informed about their options.

## **F. Professional Development**

PS 116 offers on going on/off site professional development in various areas like reading, math, and content area instruction for all staff members who service our ELLs such as common branch teachers, who have ELLs in their classrooms. Service providers from the School Based Support Team, Administrators, cluster teachers, paraprofessionals, parent coordinators and secretaries also provided with these professional developments. Our school has integrated into our mandated professional development various workshops geared towards the ELL population of our school.

The following are some of the workshops we offer:

- Planning for Bilingual Program (All year long)
- Planning for all Teachers (All year long)
- NYSESLAT, ELA, as well as Teachers College Data for Evaluation and Assessment
- Workshops provided by the CLSO, BETAC, SABE, NABE and other associations relating to ELLs are recommended for teachers to attend throughout the school year

Staffs members are supported by the literacy coaches as well as being sent to professional developments to further their knowledge of ELLs. The CLSO provides many customized trainings on areas that teachers need support in. Staff is also provided with a history of the state exams as well as portfolios of students that are transitioned from one school level to another. Parent coordinators and guidance counselors provide other informational that might be pertinent to the new school.

Staff members are provided the minimum 7.5 hours of ELL training during faculty conferences, grade conferences as well as planning sessions provided in/out of the school building. Teachers are sent to training by the CLSO to meet the requirements. The agendas and attendance sheets are maintained to keep track of hours fulfilled.

## **G. Parental Involvement**

In September and February we invite parents to come and view the parental choice DVD, which explains all three programs. We also provide incoming parents the opportunity to view the DVD as well. We then provide a Q & A session. The trend is either the TBE or Freestanding ESL. During 2009-2010, 55% of our ELL parents requested Bilingual and 25% requested ESL. About 75% of the parents chose to let their child(ren) remain in Bilingual. However, 25% of those parents wanted their child(ren) in the ESL program. The previous years are about the same. More than half of our parents requested Bilingual and/or the Freestanding ESL program. If they chose another program that we could not offer we recommend the schools that do have those programs that could accommodate said parent(s). The programs offered at our school are aligned with parent requests.

Our parent coordinator has brought the parents together by joining forces with our community based agencies such as Ridgewood\Bushwick Senior Citizen Center as well as the Hispanic Family Coalition to offer parents workshops on topics related to: health, social services, housing, promotional policy for ELLs, Assessment for ELLs, homework help.

The parental needs are assessed based on word of mouth and concerns they might express to parent coordinators, teachers, or administrators. It is also based on the Environmental Survey that the city provides our parents. These concerns are also brought up during the monthly parent meetings with the Parent Association. Our parents are invited to the assemblies we have every

month and trips that we have through out the year. Scholastic books fairs, bake sales, as well as open houses are open to all parents.

## **Part IV: Assessment Analysis**

### **A. Assessment Analysis**

Kindergarten results are based on LAB-R. A total of 60 eligible students were tested, 28 of which are beginners, 6 intermediate, and 6 advanced, and 20 were proficient in the English language.

From 1<sup>st</sup> grade to 5<sup>th</sup> grade results are based on NYSESLAT. In 1<sup>st</sup> grade, 10 ELLs were tested, 7 of which are beginners and 3 are intermediate. In 2<sup>nd</sup> grade, 17 ELLs were tested, 6 of which are beginners; 10 are intermediate; 1 invalid score. In 3<sup>rd</sup> grade, 28 ELLs were tested, 16 of which are beginners; 11 of which are intermediate; and 1 advanced. In 4<sup>th</sup> grade, 19 ELLs were tested, 7 of which are beginners and 12 are intermediate. In 5<sup>th</sup> grade, 2 beginners and 1 advanced.

Based on the 2009 scale score ranges for determining English proficiency: listening/speaking modality, 1st graders: 1 beginners, 2 intermediate; 4 advanced and 2 proficient. In 2<sup>nd</sup> grade, 2 beginner, 10 intermediate, and 4 are advanced. In 3<sup>rd</sup> grade 7 intermediate; 16 advanced; and 4 proficient. In 4<sup>th</sup> grade: 6 intermediate, 5 advanced, and 5 proficient. In 5<sup>th</sup> grade, 1 beginner and 2 intermediate.

As for the reading/writing modality, in the 1<sup>st</sup> grade there are 5 beginners and 4 intermediate. In 2<sup>nd</sup> grade: 5 beginners, 11 intermediate and 2 advanced. In 3<sup>rd</sup> grade: 13 beginners, 13 intermediate and 1 advanced. In 4<sup>th</sup> grade: 5 beginners, 7 intermediate and 4 advanced. In 5<sup>th</sup> grade, 1 beginner, and 2 intermediate. There are 7 students that became proficient in the English language.

### **Freestanding English as a Second Language (ESL)**

Kindergarten results are based on LAB-R. A total of 60 eligible students were tested, 28 of which are beginners, 6 intermediate, and 6 advanced, and 20 were proficient in the English language. We had one holdover in Kindergarten and she is a beginner.

From 1<sup>st</sup> to 5<sup>th</sup> grade results are based on NYSESLAT. In 1<sup>st</sup> grade, 11 ELLs were tested, 8 of which are beginners and 3 are intermediate In 2<sup>nd</sup> grade, 9 ELLs were tested, 5 of which are intermediate and 4 advanced. In 3<sup>rd</sup> grade, 13 ELLs were tested, 10 of which are intermediate and 3 advanced. In 4<sup>th</sup> grade, 12 ELLs were tested and 12 are advanced. In 5<sup>th</sup> grade, 22 ELLs were tested, 4 intermediate, and 18 advanced.

Based on the 2009 scale score ranges for determining English proficiency: listening/speaking modality, 1st graders: 2 intermediate, 6 advanced, and 3 proficient. In 2<sup>nd</sup> grade: 1 intermediate and 9 advanced. In 3<sup>rd</sup> grade: 1 intermediate, 8 advanced and 5 proficient. In 4<sup>th</sup> grade: 6 advanced and 7 proficient. In 5<sup>th</sup> grade: 1 intermediate, 6 advanced, and 15 proficient.

As for the reading/writing modality, 1st grade, there are 7 beginners intermediate and 4 advanced. In 2<sup>nd</sup> grade: 5 intermediate, 2 advanced, and 3 proficient. In 3<sup>rd</sup> grade: 1 beginner, 10 intermediate and 3 advanced. In 4<sup>th</sup> grade: 1 beginner, 2 intermediate, 8 advanced and 2 proficient. In 5<sup>th</sup> grade: 4 intermediate, and 18 advanced. There are 9 students that become proficient in the English language in the ESL program

### ELA and Math Assessments

A total of 77 ELLs took the ELA in grades 3 to 5. Our students met the AMO by more than one point (135). In grade 3, 13 of them scored a level 1, 10 of these students are level 2, and 22 a level 3. In 4<sup>th</sup> grade, 3 of them are a level 1 and 20 level 2's, 9 level 3. Analysis of our ELL population shows a drop from 2007 to 2008, dropping from 22% to 19% in levels 3 and 4, however, in 2008-2009 we see an increase of 20% in levels 3 and 4s. However, with a closer look at individual grade levels there is a steady increase in both grades 4 and 5 and grade 3 shows an unsteady increase across the three year span, therefore, we will continue to monitor their progress. With an overall increase across the grades in our ELL population we will continue to be study and reflect on our ELL population.

As for the NY state math total of 79 ELLs who took the test in English. In 3<sup>rd</sup> grade, 1 scored a level 1, 3 scored a level 2, 36 scored a level 3, and 3 scored a level 4. In 4<sup>th</sup> grade, 1 scored a level 1, 1 scored a level 2 and 25 scored a level 3 and 8 scored a level 4. An area that we have been continuously improving in Mathematics where every year we make positive gains. Over the past 3 years we have moved from 84% (2007) to 88% (2008) and 94% (2009). All grades growth with the exception of 3<sup>rd</sup> grade (decrease 4% of levels 3 and 4 in 2008 as compared to 2007). For 2009 school year, 95% of our 3<sup>rd</sup> graders met levels 3 & 4 which is a 8% increase as compared to 2008. Special Education students decreased 7% at levels 3 and 4 (87%) in 2008 as compared to 2007 (94%). We remained the same in 2009 with 87% of students performing at levels 3 & 4.

### Science

An analysis in Science reflects a positive trend over the past three years. In 2006, 49% of students performed at levels 3 and 4; 57% in 2007 which is a significant increase of 8%; and we continued in this positive trend with a very significant increment of 13% in 2008 (70%). However, in 2009 (63%), we had a decrease of 7% of our students at levels 3 and 4.

### Social Studies

As for Social Studies, we have been making very positive gains over the past 3 years. In 2006, 55% of our students performed at levels 3 and 4; 2007 (78%) and 2008 (92%). We will continue the positive aspect of Social Studies instruction to ensure that we will make positive gains.

### ELE

As for the ELE a total of 49 we tested. 27 students were tested in 2009 in the third grade and 23 students were tested in the 4<sup>th</sup> grade. 6 students scored at the 90 percentile, 6 scored at 80 percentile, 8 scored at 70 percentile, 9 scored at 60 percentile, 8 scored 50 percentile, 4 scored at 40 percentile, 7 scored 30 percentile, and 1 scored below 10 percentile.

### **B: After reviewing and analyzing the assessment, answer the following:**

PS 116K is taking a data-driven approach to improving student performance, using item analysis, portfolio assessment, and other indicators to identify and address weaknesses and target areas for

growth on a continuous basis. Ongoing assessments are both formal and informal. These assessments include, but are not limited to, E-PAL, Acuity Predictive Assessments, NYSESLAT, ELL Interim Assessments, NYS ELA and NYS Math, NYS ELE, NYSESLAT, TCRWP Assessments, WRAP (Spanish Assessment), and individual teacher conference notes and informal assessments. In addition, the data on the Annual School Report Card, Progress Report, Acuity, and ATS have been analyzed to determine trends in academic performance.

PS116K has made tremendous gains in all academic areas. Most significant has been an increase in the amount of students at levels 3 & 4 in mathematics – a jump from 22% in Spring 2007 to 92.3% in Spring 2009. In addition, we have met all our ELA targets and are no longer designated as a School in Need of Improvement, a worthy accomplishment in spite of the fact that all English Language Learners (ELLs) in an English Language School System (ELSS) were mandated to take the ELA exam with 1 or more years. Given this tremendous challenge, all our ELLs and General Education students met and exceeded the performance index set for our school. We are indeed proud of this major accomplishment and anticipate impressive gains in ELA and Math this year as well.

Teachers have also embraced a more balanced and holistic approach to teaching literacy. We are actively involved in Teachers College Reading and Writing project and many of our teachers attend Teachers College Study Groups. We have also greatly enhanced our classroom libraries and students spend significant amounts of time building stamina for reading and sharpening their writing craft during Writing Workshop. Teachers at PS116K, though young, are enthusiastic learners, collegial colleagues and are always ready and eager to implement “Best Practices” in all subjects, especially in the area of literacy and mathematics. Our classrooms are vibrant and we are proud of the beautiful class work that our students continually produce, colorful and standards based bulletin boards in all subject areas, rubrics based writing pieces and art projects displayed throughout the school. We are indeed a community of learners – every one of us.

We are still working on providing our at-risk students with targeted assistance by using innovative practices in the area of literacy focusing on getting many of our new teachers trained in various intervention programs, e.g. FUNdations for grades K-2, Wilson for grades 3-5, Leap Frog grades in K-1, and this year we have added other intervention programs using technology, AWARDS for our ELLs, Special Education students both self contained and CTT classes. We also added an additional teacher for push-in services to our first and second grade classes. This teacher will support students in the area of Guided Reading and FUNdations in grades 1 and 2 as part of a Department of Education Response to Intervention (RTI) initiative. In addition, we have Academy for Success After School program for grades 1-5 at-risk students.

Many of our teachers, while enthusiastic and eager to learn, still need intensive professional development in the area of guided reading and one-to-one focused literacy intervention practices so that they can provide our youngest learners with research based literacy strategies, especially in fluency and phonemic awareness. Therefore, our literacy coaches shall work intensively with all teachers in this area. In addition, a guided reading bookroom has been established with over 10,000 books to support guided reading in all classrooms, including the Bilingual classes, ELLs and Special Education. In an effort to maintain reading growth over the summer with the intention to lessen the impact of summer reading loss, we have created a summer reading initiative program, for the second year to target this issue. This initiative is to offer a variety of library books students choose to read over the summer, anywhere between 5 to 6 novels for the upper grade and lower grades, anywhere from 5 to 10 books. This year, we will create

Collaborative Inquiry Team for all grades; one CTT Inquiry Team and one Bilingual Team K-5. The goal of the Collaborative Inquiry is to focus on targeted population on moving academic progress. Teachers will come together to discuss the needs of students in the same grade level and plan strategically to support students in acquiring the skills needed in all content areas. The CTT Inquiry Team will focus on increasing special education student's writing performance and the Bilingual Teacher Team will focus in enhancing the curriculum to increase teachers' effectiveness in instruction. We are also working with the new interim assessments developed by the TCRWP and selected a series of interim assessments from Acuity to monitor, diagnose and support students in grades 3-5 in both ELA and Mathematics. We will continue to provide professional development and support to the teachers since these tools are new and require an extensive amount of training, especially with ARIS.

Many of our English Language Learners are also experiencing difficulty in second language acquisition and in literacy. Consequently we have continued to provide our teachers with both on/off site professional development in specific strategies that will help them support students in their classrooms who are second language learners. These teachers have attended many in-house sessions on assessment, guided reading, intervention and small group ESL instructional approaches that will support our second language learners and their transitions to increased ELA strategies and instruction. This year, we initiated the Saturday Academy for Success for all ELLs students K-5 to provide additional support because most of our incoming ELLs do not speak English. The Saturday Academy will utilize the AWARDS online program. We will also work towards strengthening teachers instructional strategies by continuing to read *Research-Based Strategies for English Language Learners: How to Reach Goals and Meet Standards, K-8* by Denise M. Rea and Sandra P. Mercuri. Study groups will be formed for teachers to discuss and improve their teaching practices for ELLs.

For K-2, the modality that needs to be worked on is Reading and Writing. We just need to move them from the intermediate level up to the advanced. As for listening and speaking our students are doing very well. For grades 3-5, the results are showing us that Listening and Speaking are the modalities that most have mastered. However, Reading and Writing will continue to be worked so that students can become as proficient as possible. Based on the patterns across the four modalities instructional decisions will be affected. Teachers will focus on the modality that is weakest and plan accordingly. Most of our students need to work on reading and writing.

We have 16 students that passed the NYSESLAT this year. The modality that still needs to improvement is writing. These children have been exempt from taking any previous tests. These students are offered after-school, Saturday, and during the day with monolingual classroom teachers and the ESL teacher provides additional support for one year for transitional support and through before/after school, services provided to all students during the day with monolingual. We also offered a winter recess program for ELLs to help prepare for the ELA.

The data are consistently about the same. ELL students appear to be responding better to Math than to ELA. ELL Interim Assessments are utilized by teachers as a teaching tool. It provides teachers insight into what the students might be lacking. Teachers will re-teach certain areas if needed.

Based on the above needs assessments, all teachers agreed that it is crucial to build the early childhood foundations for all content areas in order for them to succeed in upper grades. Therefore, P.S 116K will implement the followings:

- All K-2 teachers will provide FUNdations to all students during school day.
- An AIS provider for grades 1 students who will receive the Double Dose of FUNdations, in addition to the classroom FUNdations so that these at-risk students will meet grade level.
- An additional AIS provider is hired to support grades 2 students with the Double Dose FUNdations, which is crucial for students to acquire the skills and meet the grade level before they are promoted to 3<sup>rd</sup> grade. This is a continuation of AIS for all grade 2 students who received this intervention in grade 1.
- An additional ESL push-in provider is hired to support grades 3-5 ELLs.
- All Bilingual programs curriculum will be analyzed and adjusted as necessary to ensure coherence in all grades K-5 so that students are able to have continuity in a more effective way.
- Native Language Arts (NLA) program was purchased to ensure that native speaking students acquire a strong native language acquisition and skills to transfer to the second language learning.
- English as a Second Language curriculum will focus on English Language and Writing in order to increase ELLs English language proficiency and to ensure that they receive the mandated ESL hours and these hours increase as they progress into the school year.
- Initiate the ELLs Saturday Academy for Success to provide additional support for language acquisition, especially in the area of writing
- Create a bilingual teacher team to analyze curriculum and employ effective instructional strategies
- Provide professional development to all bilingual teachers to learn and increase effective teaching practices.
- Create survey to assess teachers' professional development needs and provide on/off site professional development for all staff based on the survey
- Create a collaborative inquiry team for each grade to target a selected population in order to increase student academic performance. Teachers will formulate strategic instruction and assessment to monitor and track student progress.
- Create a 4<sup>th</sup> grade CTT Inquiry Team to increase Special Education students' writing performance
- Develop a student performance spreadsheet for grades 3 to 5 which consist of data from ARIS which reflects the strands and skills needed to increase their Reading performance. This spreadsheet acts as a tool for teachers to use for differentiated instruction in various forms such as small group instruction, guided reading, strategy lesson, and individual conferences. 3<sup>rd</sup> grade students will have a Mock ELA exam to provide teachers with the baseline assessment to differentiate instruction and create grouping for small group instruction.
- Empowering students to develop short and long term goals for all content areas in order for them to take ownership of their learning
- Conduct two mock Quality Review Walkthroughs to assess all of the five quality statements
- Align the Social Studies and Science state standards to the balanced literacy curriculum and to develop a more detailed curriculum mapping that includes assessments.
- Develop a curriculum mapping for cluster teachers and classroom teachers to ensure that lesson planning does not overlap.

### **TBE/ELL**

After analyzing data across the grades by teachers, data shows that an area that we need to work on is the writing modality. We need to further enhance their writing modalities by using fluency, comprehension and conventions across the grades. Teachers have analyzed their NYSESLAT data and determined the gains/losses based on individual student.

Tests provided in their native language prove to have better outcomes. Math that is taken in their native language provide better results as well as the Social Studies. With the Acuity in both ELA and Math, the Math usually procures better results due to the fact that it is administered in the Native Language and instruction is taught in the Native Language. Students that are more proficient in English/Spanish they are provided with a translation version of whatever language they fare better in. All ELLs are provided with this support during testing time.

School leaders and teachers meet periodically to analyze the results of the periodic assessment for ELLs to plan, modify, and improve instruction as needed. After analyzing the periodic assessments for our ELLs we have come to the conclusion that writing is an area that we need to focus, such as fluency, comprehension, and writing conventions. We have created teacher teams for all the grades that meet periodically to analyze data and determine a plan of action.

Native language is used for instruction and assessment. Instruction in the native language is used as the core in the Bilingual classes. Native language is also used to assess students in the Native language arts, math, and writing.

### **Part V: LAP Team Assurances**

In order to address the critical needs of the increasing population of ELL students, our school has implemented a program of intensive instruction in native language arts (NLA), English as a Second Language (ESL), and English Language Arts (ELA) through the Teacher's College Reading and Writing Workshops (English/Spanish). For our math we use the Everyday Math curriculum (English/Spanish). Students in bilingual classes, grades K-5 receive daily a 90-minute block of literacy in NLA, 90 minutes of ESL for beginners and intermediate students, 45 minutes of ESL and 45 minutes of ELA for advanced students. During the ESL block our teachers use the Rigby "On Our Way to English" libraries and TC libraries as well (English/Spanish). We adopted a Social Studies curriculum that uses leveled libraries and continuous lessons to prepare our students. Science libraries are English/Spanish. The Sciences are taught by the classroom teaches using the state curriculum and our cluster science teacher. In the Bilingual classrooms there are English/Spanish libraries available.

We provide English Language Learners with supplemental instruction 3 days after school. The classroom size will be no larger than 15 people. Certified bilingual and ESL teachers will teach this program. This program will target all eligible K-5<sup>th</sup> grade ELL students, approximately 60 students, in our school. There will also be a Saturday Academy for our ELLs from 9-12pm. It will assist in meeting the New York State Education Department standards in English, Math, Science, and Social Studies. ELL students will receive standards based instruction three-days a week for two hours in ESL and content area instruction. Instruction will

prepare students for the NYESLAT/ELA and content area assessment. Materials will include authentic materials such as periodicals, newspapers, scientific journals, and other ESL instructional materials for literacy and content area instruction.

PS 116 offers on a monthly basis 100 minutes of professional development in various areas. For example reading, math, content area instruction, and data driven instruction. Our school has integrated into our mandated professional development various workshops geared to the ELL population of our school. Our teachers will attend workshops provided from the CLSO and BETAC with regards to our ELLS and latest research.

### **VIII. Program Descriptions**

Under the CR Part 154 all beginner/intermediate ELLs are required to have 360 minutes of ESL instruction and advanced ELLs are required to have 180 minutes of instruction per week. ELA instruction for all ELLs as required under the CR Part 154, 180 minutes per week. As for the Transitional Bilingual program Native language arts is to be taught 90 minutes daily (intermediate) and 45 minutes daily (advanced). We have identified 5 SIFE students in our school.

We have identified 116 of our ELLs as students who have been here less than three years and 96 are between 4-6 years. Based on their HLIS program their first language was Spanish or Chinese. 55% of these parents chose TBE after the parent orientation and 25% of parents chose the Freestanding ESL program after the parent orientation as well. 95% of our ELL population took the NYESLAT exam with the exception of 2 or 3 students that had an invalid score. PS 116 is currently using, the Teachers College Reading and Writing Workshop model in the NLA. For ESL we are using Rigby "On Our Way to English". Our advanced students receive at least 225 minutes a week of ESL/ELA instruction. Beginners and intermediates will receive 360 minutes of instruction in ESL/ELA.

Our ESL teacher takes attendance and has scheduled accordingly. The ESL/Bilingual Coordinator (teacher) continually goes to the mandated meetings for any and all updates in regards to ELLs. The TBE program is using Rigby "On Our Way to English." The ESL teacher provides Guided Reading and Shared reading in the classrooms while she pushes in and/or

conferencing – collaborating with the teachers. Our ESL teacher pushes in daily to the classrooms. Based on the needs of the students and/or levels of these students. For Beginners & Intermediate students the weekly instructional minutes are 360. Advanced students are provided 180 minutes of instructional time. We created a predominately ELL class per grade to focus on students with special English language acquisition needs. The ESL push-in teacher works collaboratively with the classroom teacher of the predominately ELL students. The two teachers plan and articulate effectively at common preps. The classroom teacher and the ESL teacher work in small groups consistently through the time allotted for Math.

Currently, PS 116 is using On Our Way to English (Rigby) / NLA – Spanish books. We also provide additional professional development (NYSABE) training in the implementation of ESL strategies to be used by the regular classroom teachers as well as the cluster teachers. Teachers will plan and articulate principles of effective instruction of ELLs via the Teacher's College consultants. ESL/Bilingual teachers will attend ESL TC calendar/regional day and turnkey for the staff.

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Directory: G:\CM-DIGI\2010\03\_Mar\_10\030510\CEP  
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Template: C:\Documents and Settings\partha\Application  
Data\Microsoft\Templates\Normal.dot  
Title: In PS 116 we have identified 4 SIFE students in our school  
Subject:  
Author: NYCD DOE  
Keywords:  
Comments:  
Creation Date: 10/30/2009 7:39:00 AM  
Change Number: 11  
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**OFFICE OF ENGLISH LANGUAGE LEARNERS**  
**GRADES K–8 LANGUAGE ALLOCATION POLICY**  
**WORKSHEET**

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

SSO/District <b>32</b>	School <b>PS 116</b>
Principal <b>Seiw Kong</b>	Assistant Principal <b>D. Diaz (K-2)/S. Mojica (3-5)</b>
Coach <b>Jory Lieber (K-2)</b>	Coach <b>Cortney Loyd (3-5)</b>
Teacher/Subject Area <b>H. Almonte/Bilingual Teacher</b>	Guidance Counselor <b>Francis Diaz</b>
Teacher/Subject Area <b>I. Juarbe/ ESL Teacher</b>	Parent <b>Myrna Rivera</b>
Teacher/Subject Area <b>J. Chen/ ESL Teacher</b>	Parent Coordinator <b>Iris Rivas</b>
Related Service Provider <b>Jessica Jackson</b>	SAF <b>type here</b>
Network Leader <b>Ada Orlando</b>	Other <b>type here</b>

### B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

Number of Certified ESL Teachers	<b>2</b>	Number of Certified Bilingual Teachers	<b>7</b>	Number of Certified NLA/FL Teachers	
Number of Content Area Teachers with Bilingual Extensions	<b>1</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>2</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>510</b>	Total Number of ELLs	<b>197</b>	ELLs as Share of Total Student Population (%)	<b>38.63%</b>
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## Part II: ELL Identification Process

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

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial

screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

## Part III: ELL Demographics

### A. ELL Programs

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

ELL Program Breakdown										
	K	1	2	3	4	5	6	7	8	Total
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)	24	13	21	25	21	3				107
<b>Dual Language</b> (50%:50%)										0
<b>Freestanding ESL</b>										
<b>Self-Contained</b>										0
<b>Push-In</b>	10	15	11	15	14	22				87
<b>Total</b>	34	28	32	40	35	25	0	0	0	194

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	178	<b>Newcomers (ELLs receiving service 0-3 years)</b>	87	<b>Special Education</b>	21
<b>SIFE</b>	6	<b>ELLs receiving service 4-6 years</b>	78	<b>Long-Term (completed 6 years)</b>	8

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	75	5	8	21		9				96



**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): \_\_\_\_

Number of third language speakers: \_\_\_\_

Ethnic breakdown of EPs (Number)

African-American: \_\_\_\_

Asian: \_\_\_\_

Hispanic/Latino: \_\_\_\_

Native American: \_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_

Other: \_\_\_\_

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

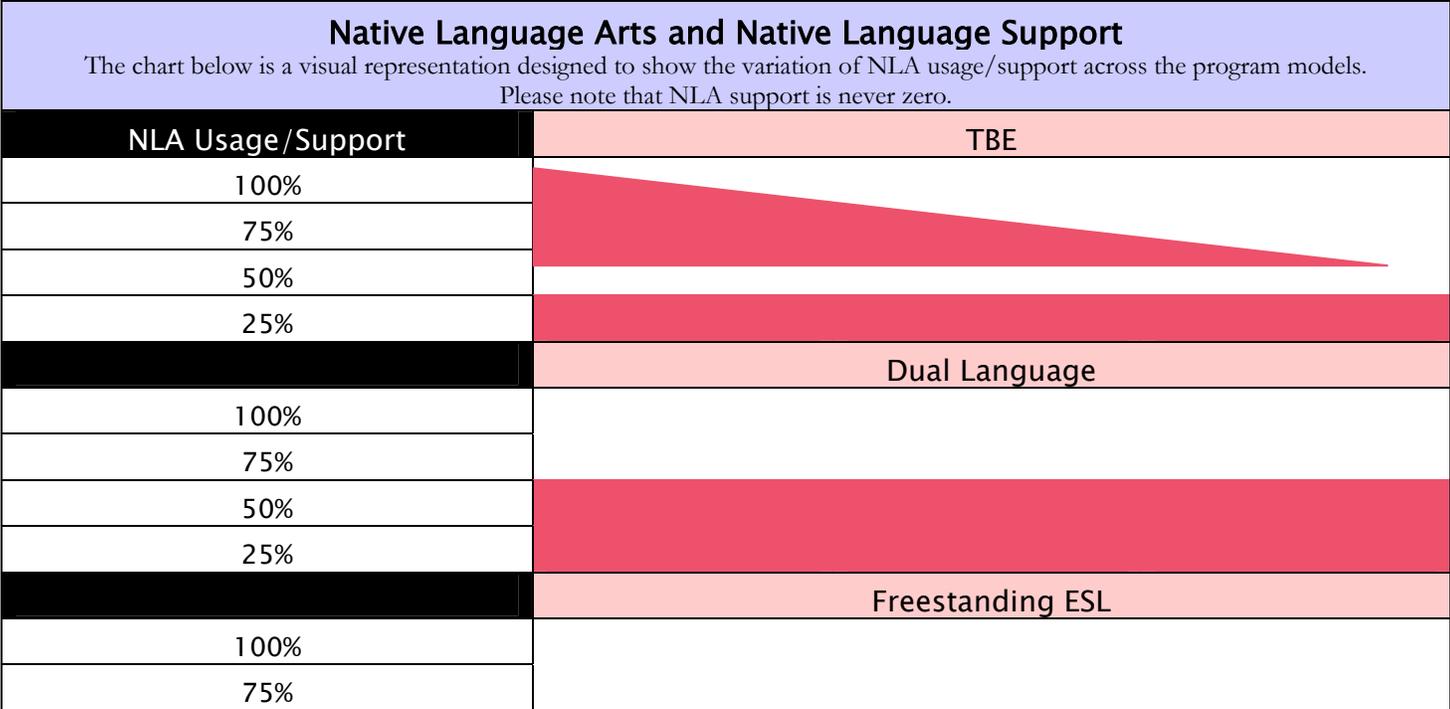
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	9	11	9	12	13	22				76
Chinese			1	2						3
Russian										0
Bengali										0
Urdu										0
Arabic	1	1								2
Haitian Creole										0
French										0
Korean										0
Punjabi										0
Polish										0
Albanian										0
Other										0

**Programming and Scheduling Information**

<b>TOTAL</b>	<b>10</b>	<b>12</b>	<b>10</b>	<b>14</b>	<b>13</b>	<b>22</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>81</b>
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1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
<b>FOR ALL PROGRAM MODELS</b>			
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS</b>			
Native Language Arts	90 minutes per day	90 minutes per day	45 minutes per day





Beginner(B)	28	15	10	16	7	2				78
Intermediate(I)	6	6	15	21	12	4				64
Advanced (A)	6	0	4	4	12	19				45
Total	40	21	29	41	31	25	0	0	0	187

NYSESLAT Modality Analysis										
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8
LISTENING /SPEAKING	B	1	1	2			5			
	I		4	11	8	6	1			
	A		10	13	24	11	7			
	P		5		9	12	15			
READING/ WRITING	B	1	12	5	14	6	0			
	I		8	16	23	9	6			
	A		0	2	4	12	19			
	P			3		2				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	13	10	22		45
4	3	20	9		32
5					0
6					0
7					0

8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1		3		36		3		43
4	1		1		23		8		33
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4		3	6	3	5	9		3	29
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
	English	NL	English	NL	English	NL	English	NL	

5	3	3	2	2	6			16
8								0
NYSAA Bilingual Spe Ed								0

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	1	11	25	12				
Chinese Reading Test								

## B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights does the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

# Part V: LAP Team Assurances

**Completing the LAP:** Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	School Achievement Facilitator		
	Network Leader		
	Other		
	Other		

**Signatures**

School Principal \_\_\_\_\_ Date \_\_\_\_\_

Community Superintendent \_\_\_\_\_ Date \_\_\_\_\_

Reviewed by ELL Compliance and Performance  
Specialist

Date

Rev. 10/7/09

Filename: 32K116 LAPK\_8 2009-2010\_ Final.doc  
Directory: G:\CM-DIGI\2010\03\_Mar\_10\030510\CEP  
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Subject:  
Author: rbellis  
Keywords:  
Comments:  
Creation Date: 10/7/2009 10:00:00 AM  
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Number of Characters: 33,254 (approx.)

**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010**  
**Form TIII – A (1)(a)**

Grade Level(s)  K-5  Number of Students to be Served:  TBD  LEP   Non-LEP    
Number of Teachers  8  Other Staff (Specify)

**School Building Instructional Program/Professional Development Overview**  
**Title III, Part A LEP Program**

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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PS 116 Title III program provides English Language Learners with supplemental instruction 3 days after school for 1.5 hours. The classroom size will be no larger than 15 people. Certified bilingual and ESL teachers will teach this program. This program will target all eligible 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade ELL students, approximately 60 - 80 students, in our school. It will assist in meeting the New York State Education Department standards in English, Math, Science, and Social Studies. ELL students will receive standards based instruction three-days a week for 1.5 hours in ESL and content area instruction. Instruction will prepare students for the NYESLAT/ELA and content area assessment and instruction will be in either English/Spanish depending on student needs. Materials will include authentic materials such as periodicals, newspapers, scientific journals, and other ESL instructional materials for literacy and content area instruction. It will be 60 or 90 minutes and 4 times a week. The program will run approximately from mid-October to mid- March.

**Professional Development Program** – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

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PS 116 offers many professional development opportunities for teachers in house as well as through our CLSO (ELL Literacy Leadership Institute for School Leadership), BETAC, and other organizations. Title III funds will not be used to fund these professional development workshops. Staff will continue to form study groups around “**Research-Based Strategies for English Language Learners: How to Reach Goals and Meet Standards, K-8**” by Denise M. Rea and Sandra P. Mercuri and form monthly meetings for the study groups on best practices for our ELLs.

**Form TIII – A (1)(b)**

School:  PS 116 K  BEDS Code:  333200010116

**Title III LEP Program**  
**School Building Budget Summary**

PS 116 Title III program provides English Language Learners with supplemental instruction three days a week for after school from 3:00 pm to 4:30 pm during the months of November thru March. . The classroom size will be no more than fifteen students. Five certified teachers will work in the after school program and two substitutes for the program. This program will target all eligible first, second, third, fourth, and fifth grade ELL students, approximately sixty students, in our school. ELL students will receive standards based instruction for a total of forty-eight sessions. The total cost of per session is **\$17,902.80**. A supervisor and/or principal will be available during those sessions as well for administration support for 48 sessions. The total cost of a supervisor is **\$3,371.76**. Instruction will prepare students for the NYESLAT and Science, content area assessment. Materials will include authentic materials such as periodicals, newspapers, scientific journals, and other ESL instructional materials for literacy and content area instruction. NYESLAT books (**\$2,656.64**) and leveled libraries (**\$2,426.80**) for the after-school program will come to a total cost of **\$5,083.44**. The remaining balance of the budget, **\$2,000** will go to SEA a multicultural program to enrich the learning of our ELLs.

<b>Allocation Amount: 08-09 Budget – revision will be made accordingly once we receive budget for 09-10</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> <ul style="list-style-type: none"> <li>- Per session</li> <li>- Per diem</li> </ul>	<b>\$21,274.56</b>	After-School Program will run from November – March <b>(5)teachers X (48) sessions X (1.5) hours X (49.89) rate = \$17,960.40</b> 1 supervisor to monitor after-school <b>supervisor X (48) sessions X (1.5 ) hours X (51.64) rate = \$3,718.08</b>
<b>Purchased services</b> <ul style="list-style-type: none"> <li>- High quality staff and curriculum development contracts.</li> </ul>	<b>\$2,000.00</b>	
<b>Supplies and materials</b> <ul style="list-style-type: none"> <li>- Must be supplemental.</li> <li>- Additional curricula, instructional materials.</li> <li>- Must be clearly listed.</li> </ul>	<b>\$5,083.44</b>	<b>NYESLAT Practice Books &amp; Leveled Libraries</b> \$2,656.64                    &                    \$2,426.80
<b>Educational Software (Object Code 199)</b>		
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>	<b><u>\$28,358.00</u></b>	

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

*Requirement under Chancellor's Regulations – for all schools*

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

#### **Part A: Needs Assessment Findings**

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

*We have office staff and the parent coordinator to translate whenever there is a need for translation. The parent coordinator will make appointments to accommodate parents that need a translator to communicate with the teachers. Documentations are translated by school staff during non-school hours or by the PTA from English to Spanish to ensure that information are understood by parents. Parents receive information in their native language in a timely manner whenever notifications are sent home.*

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

*The major findings are that we have adequate staff to help with the translation of documentations that need to be sent home. However, we found that during open school days/nights we need more staff on hand to help with oral translation. The findings were reported to the School Leadership Team and during school meetings. More support will be provided during this time.*

#### **Part B: Strategies and Activities**

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

*The school will translate all documents sent home (school wide). Documentations that need to be sent home will be translated at least one to two weeks ahead of time. All documents are translated due to the large population of ELLS in Spanish and Chinese. School staff or parent volunteers will provide written translation service in-house when these services are needed. These services will be provided in house and paid accordingly to the translators. Our bilingual school secretary translates all letters that go home in Spanish and all other letters are translated by the DOE translation unit. Translation funds are allocated to support this service throughout the year.*

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

*Oral interpretation will be provided during Parent/Teacher Conference Day/Night and/or meetings between non-English speaking parents. The school will have the parent coordinator and parents volunteers to provide translation when needed. In-house school staff or parent volunteers when needed will provide oral interpretation services as well.*

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docshare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

*The school will translate any and all documents that need to be translated to communicate effectively with parents. School staff will provide oral and written translation in-house and/or parent volunteers to those who need such translation services. Our school will provide translation and interpretation services in the appropriate covered languages, and instructions on how to obtain such services. In the main office, our school has posted the languages that are covered and a copy of such written notification can be obtained in the main office. Our school safety plan contains procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative office solely due to language barrier. We have in-house staff to provide both written and oral translation when needed. Our school population has more than 10% of parents that speak a language other than English we translate all documents that go home in both English/Spanish to ensure information is transmitted in a timely manner.*

*As per the Chancellor's Regulation, translation posters and cards are conspicuously posted throughout the building. In addition, key personnel, including the Guidance Counselor, the Parent Coordinator, the PTA, the Main Office and the Security Agent have the translation card and are able to afford parents the opportunity to use the over-the-phone translation service, as indicated on the card.*

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	\$646,594		\$646,594
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$6,466		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):			
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$32,330		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):			
6. Enter the anticipated 10% set-aside for Professional Development:			
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):			

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 100%
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

## Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

### 1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

**Explanation:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

#### I. General Expectations

P.S. 116k agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
  - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
    - that parents play an integral role in assisting their child’s learning;
    - that parents are encouraged to be actively involved in their child’s education at school;

- that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

## II. Description of How School will implement required parental involvement policy components

1. P.S. 116k will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
  - a. Monthly PTA meetings that are jointly planned by parents and staff that are based on needs and interests;
  - b. Survey of parents to determine their interests, strengths, and their needs for the education of their children; the use of ARIS – Parent-Link
  - c. Fliers, newsletters, workshops, telephone calls, emails, calendars—all with regard to greater number of parents;
  - d. Involvement of parents who are active members of the School Leadership Team;
  - e. Translations services during meetings and workshops;
  - f. Parents’ attendance at student of the month assemblies.
2. P.S. 116k will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
  - a. Parents on the School Leadership Team review monthly the curricula and programs that impact instruction and learning;
  - b. Workshops that develop understandings of student test data, and other interim tests (Acuity predictives online) are featured as scores come in. Strategies for home support are developed to further enhance student success;
  - c. Input of parents (SLT) to review budget priorities to support teaching and learning for student success;
  - d. School Report Card will be fully reviewed at SLT for parents understanding and presentation at PTA meetings afterward. Concerns are discussed for recommendations for improvement.
3. P.S. 116k will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
  - a. Parents Lending Library- books on parenting skills, videos, tapes, ELL/Special Education tapes, children’s books and behavioral concerns in pamphlet size;
  - b. Parent supervision of school store for school supplies;
  - c. Parents as Learning Leaders, a program for classroom support and parent training, done onsite;
  - d. ELA, Math, and Social Studies workshops for parents to understand the curricula for students by grade;
  - e. Science workshops for parents by science cluster;

- f. Math/literacy coaches to provide parent workshops in test strategies and in instructional home supports;
  - g. Parent coordinators to support and assist all efforts;
  - h. SLT reviews all curricula and instructional priorities monthly, with reviews to insure priorities are addressed;
  - i. Nutrition Healthy Eating Workshops (8 sessions of nutrition classes) for parents;
  - j. Hope Gardens Community Multiservice center- workshops on asthma, domestic violence, and cancer awareness for parents and students;
  - k. Fire Safety parent workshops by the NYFD- free fire detectors and carbon monoxide detectors;
  - l. Anti-bullying workshops by the 83<sup>rd</sup> precinct for parents and students;
  - m. Parenting skills workshops in 8 week sessions with recommended activities;
  - n. Consultant psychologist for parent workshops and home conditions that impact learning;
  - o. Lending Library in the PTA room for families and staff, to reinforce fluency;
  - p. Health Fair for parents, including the following companies and CBOs:
    - i. Health Plus, Insurance,
    - ii. Bushwick-Ridgewood (for information on food stamps and Medicaid),
    - iii. Make the Road New York (ESL and computer classes),
    - iv. Wyckoff Hospital (asthma, cancer, blood pressure, and diabetes awareness), and
    - v. Homepage (provided tenant and landlord rights).
  - q. CBO- Service of Educational Home and Health- providing a series of parent workshops on temperament, stress and its effects on children, how to deal with frustrations, and how to discipline with love.
  - r. Grandparents' Breakfast- thanking them for all they do for their grandchild(ren), as well as providing them with a stress workshop. Raffles, pictures, and free give aways were provided.
  - s. New Parent and Student Orientation- new parents received information on discipline and dress code. Light breakfast and raffle were provided.
  - t. Fatherhood Initiative- "My Idol"- 6 week program inviting dads, uncles, grandfathers, big brothers- any male figure that has and is making a difference in the life of a child. A CBO will provide male health education; activities (music, math, sports) will be provided by our staff.
  - u. Multicultural Celebration- invited parents to visit their child(ren)'s classroom to volunteer and help teacher with decorations/setup and to donate a dish of their country. Also invited them to celebrate with a Multicultural Assembly provided by various classes.
4. P.S. 116k will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: [Insert programs, such as: Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs], by:
- a. Parents as Learning Leaders, to support at risk students with supports;
  - b. Parents receive quarterly curriculum updates for students in TC Assessments, AWARDS Reading Program, Foundations, and Wilson
  - c. Curricula updates at each PTA.

5. P.S. 116k will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
  - a. PTA to review yearly evaluations from parents regarding what works and what needs attention;
  - b. PTA and SLT to review yearly needs assessments from staff- what works and what needs attention;
  - c. The SLT meets monthly and parent representatives regularly review goals, priorities and barriers to involvement for parents and student success. Particular attention is made to economically depressed populations, second language populations, and handicapped populations. The evaluations will be conducted through formal and informal observations, needs assessments, and written parent evaluations. School supervisors, SLT members, and elected PTA representatives shall be responsible for the process.
6. P.S. 116k will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
  - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
    - i. the State's academic content standards
    - ii. the State's student academic achievement standards
    - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:
      1. NYC/NYS academic standards are distributed to all parents, by grade, at workshops and PTA meetings;
      2. Parents receive their child's academic scores (printouts) on an ongoing basis (or online as Princeton Review).
    - iv. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
      1. having a lending library for parents, filled with academic supports for parents, as well as behavioral and technological supports
  - b. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
    - i. Parents receiving information on how to support instruction at home, with workshops on specific activities and strategies;
    - ii. Through the SLT, these members will also be represented on other school committees as the PPC, to insure that appropriate communications to, with, and for parents are practiced. Our parents are our clients and customers, which enable us to best serve our students toward higher achievement levels.

- c. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
  - i. Parents-as-Leaders program takes the lead in integrating parent involvement directly at the point of service for our students;
  - ii. All above workshops, newsletters, fliers, meetings, online communications, and conferences are translated and are printed in a user-friendly format.

### **III. Discretionary School Parental Involvement Policy Components**

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- Parents on our SLT have and will continue to participate in the following programs to build their capacity for meaningful involvement:
  - NYCESPA Conference in New York City
  - Association for Supervision and Curriculum development

### **IV. Adoption (will be changed in 09-10 based on parents input)**

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by Parent Coordinator. This policy was adopted by the PS 116k on June 9, 2008 and will be in effect for the period of 2008-2009. The school will distribute this policy to all parents of participating Title I, Part A children on or before June 14, 2008.

## **2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.**

**Explanation:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

This School Parent Involvement Policy has been developed jointly with, and agreed on with parents of children participating in the Title I, Part A programs, as evidence by the **Parent Coordinator**. This Policy was adopted by **Public School 116** June 9, 2006 and will be effective for the period of the school year **2008-2009**. The School will distribute this policy to all parents participating Title I, Part A children on or before **June 14, 2008**. **(will be changed accordingly for 09-10 based on parent input)**

### **School Responsibilities:**

#### **Public School 116:**

1. The school will provide higher quality curricula instruction by utilizing professional development in the areas of literacy, mathematics, science, social studies, ESL, and the arts. Teachers will collaborate and turn – key the information learned so that all students will benefit.
2. Hold parent-teacher conferences in the fall and spring. (During which this compact will be discussed as it relates to the individual child's achievement.)
3. Provide parents with frequent reports on their children's progress. Specifically the school will provide reports as follows: Acuity (Predictive Assessments), Open School Week, and student portfolio.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Conferences, phone conferences, appointments and walk-ins.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Parents can volunteer through our learning leaders program, class trips, school functions and PTA meetings. Parents can observe classroom activities during open school week where parents have the opportunity to visit their child's classroom.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

7. Involve parents in the joint development of any Schoolwide Program plan, in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in the Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in the Title I, Part A Programs and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessments used to measure children's progress, and proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

### **Parents Responsibilities**

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television our children watch
- Make sure our children read at least thirty (30) minutes every night.
- Talk to our children about what they learned in school.
- Volunteering in my child's classroom
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting Positive use of my child's extracurricular time.
- Making sure that my child understands and follows the school discipline code.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the district/ region either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title, I Part A representative on the school's School Improvement Team, the Title I Policy Advisory Committee, The District wide Policy Advisory Council, the State's Committee of Practitioners, the School Leadership Team or other school advisory or policy groups.

## Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

**Please see Section IV: Needs Assessment**

2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - o Help provide an enriched and accelerated curriculum.
    - o Meet the educational needs of historically underserved populations.
    - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
    - o Are consistent with and are designed to implement State and local improvement, if any.

**Please see Section IV: Needs Assessment**

3. Instruction by highly qualified staff.

One hundred percent of our teachers are highly qualified according to BEDS report. However, we will continue to improve the quality of ALL our staff by providing ongoing professional development, professional study groups, and city and national conference opportunities.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

To ensure high-quality and ongoing professional development for our staff, PS 116K staff (administration and teachers) will continue to attend Wilson and FUNdations workshops; and CLSO professional development in the areas of Math, CTT/SETSS, Guided Reading, Balanced Literacy, Social Studies, and special leadership institutes and NY Teacher Learning Standards workshops for our Assistant Principals; as well as any professional development opportunities provided by new science curriculum or grant opportunities. CLSO trainings were also provided to our Guidance Counselor and School Based Support Team.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

PS 116K attracts highly-qualified teachers by expressing to applicants our school's goals and mission, as well as demonstrating the professional support that is offered to our staff through the various professional development opportunities provided. A mentoring plan is developed for new teachers to help maintain and keep our highly qualified teachers. We also reach out to the NYC Fellows and Teach for America programs to recruit and support new teachers.

6. Strategies to increase parental involvement through means such as family literacy services.

In order to increase parental involvement, our school will provide parent workshops in all content areas and aspects of family life (behavior, nutrition, health). One example of this is during September when we offer a time where parents can come into the school to learn from the teacher about the student's curriculum, class procedures, and grade expectations. We also support the involvement of parents on all school communities (SLT, etc). Parents will also be invited to attend all student celebrations (student of the month assemblies and reading and writing workshop celebrations) and other school-wide events (concerts and art shows). These efforts are facilitated by our PTA and parent coordinator.

The PTA also has a resource room in our school where parents can go to meet and receive resources to help them with their child's education

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

We will provide parent workshops to incoming Kindergarten parents to help them transition into elementary school by offering opportunities to tour the school, become familiar with the curriculum, and make contacts with school personnel.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Our teachers are provided with professional development opportunities on how to interpret and utilize the data of assessments used in our school. Teachers' voices are heard regarding these assessments during faculty and grade conferences, as well as during professional development provided by our Math and Literacy coaches.

Teachers in our building also have access to laptop computers where they can view online results and information from NYStart and Acuity.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Students' needs are identified by teacher observation and informal classroom assessments (checklists, conference notes), TC running records, Interim Assessments, WADE, NYSESLAT, FUNdations, Checklists, and NYS Assessments.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

We coordinate and integrate all Federal, State, and local services and programs offered to our school, including nutrition programs.

#### **Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

## APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

*This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>1</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All Schools Identified for Improvement**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.
  
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

### **Part B: For Title I Schools Identified for Improvement**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
  
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
  
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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<sup>1</sup> School Under Registration Review (SURR)

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM  
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

*All schools must complete this appendix.*

**Background**

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

**Directions:** All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

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**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

***1A. English Language Arts***

**Background**

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although

listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

### ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)<sup>2</sup> data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to

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<sup>2</sup> To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

P.S 116 follows a Balanced Literacy model in collaboration with The Teachers College Reading and Writing Project for the last five years. We have met our AYP goal as stipulated in the Accountability Verification Report and our school continues to be in good standing. We believe that the ELA curriculum we follow is aligned to state standards. Teachers are provided with an array of resources, unit of studies, curriculum calendars, unit of study materials, and assessment tools. Teachers and the literacy coach for the grade meet every month for unit planning. Differentiation of instruction is embedded into our balanced literacy program to meet the needs of all our learners through small group or individual instruction. Teacher and student roles are defined to promote clear expectations. Teachers as facilitators help students set goals so that they will know what they need to master in the curriculum and obtain positive outcomes. Professional development is an essential part of growth. Our school provides ongoing staff development for teachers and providers. This is imperative to better service all our students and our teachers are well informed of all the professional development opportunities which are available to them. There are monthly professional development calendars days provided by the CLSO (In and off site) and Protraxx available for teachers. The teachers that attend turn key the learning to other teachers during their common planning periods, administrative meetings and/or faculty conferences. Study groups use professional literature books with the intention to support teacher's instruction for our struggling readers and writers. Our students are provided with instruction on all levels to obtain academic achievement in literacy. However, teachers have a localized understanding of reading that does not extend beyond their immediate grade level. Our professional development needs to move beyond the immediate grade goals and target reading instruction at all five dimensions. This will ensure a comprehensive understanding of reading instruction for all types of learners

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable   X Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Administrators have conducted classroom formal and informal observations during literacy; reviewed assessments and discussed these findings with teachers during one on one meetings and or common planning time. Administrators and the literacy coach have focused the professional development to support teacher's needs. Professional development by the literacy coach will be provided to teachers that have localized understanding of reading that does not extend beyond their immediate grade level. We will provide professional development support to move beyond the immediate grade goals and target reading instruction at all five dimensions to ensure a comprehensive understanding of reading instruction for all types of learners.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

N/A

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## **1B. Mathematics**

### **Background**

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

### **Specific Math Alignment Issues:**

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

In order to assess whether this finding is relevant to our school's educational program the administrators of PS 116, in collaboration with the math coach, have conducted classroom observations during the programmed math block. Administrators and the coach have focused not only on the content being taught but also on the process being used to teach the content. Professional development will be provided when it had been found that a teacher is providing math lessons that lack student engagement, hands on activities and group work.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable   X Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

PS 116 follows the NYC core curriculum which is Everyday Mathematics. Everyday Mathematics is not a program that lends itself to independent seatwork solely. Most, if not all, concepts are taught from the concrete to the abstract. The program relies heavily on the use of manipulative in order to further the student's understanding of mathematic concepts. Furthermore the program facilitates the use of games in support of key concept in mathematics such as multiplication in place of rote memorization. Everyday Math has activities within the lessons that support differentiation of instruction in order to meet the strengths and needs of all students.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

N/A

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## **KEY FINDING 2: INSTRUCTION**

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

### ***2A – ELA Instruction***

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Through observations, lab sites, and walkthroughs the instructional team is able to analyze how differentiated instruction is embedded into our balanced literacy program to meet the needs of every type of learner. Through these processes we have been able to observe students engaged in short mini lessons followed by independent work time which includes small group instruction and individual conferences. Students also participate in partnerships in Kindergarten through second grade and book clubs in third to fifth grade to support each other's learning. Teacher and student roles are defined to promote clear expectations. Teachers as facilitators help students set goals so that they will know what they need to master in the curriculum and obtain positive outcomes

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable   X Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

P.S 116 follows a Balanced Literacy model in collaboration with The Teachers College Reading and Writing Project for the last five years. Teachers are provided with an array of resources, unit of studies, curriculum calendars, unit of study materials, and assessment tools. Differentiation of instruction is embedded into our balanced literacy program to meet the needs of all our learners through small group or individual instruction. Teacher and student roles are defined to promote clear expectations. Teachers as facilitators help students set goals so that they will know what they need to master in the curriculum and obtain positive outcomes.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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### **2B – Mathematics Instruction**

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM<sup>3</sup>) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

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<sup>3</sup> To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

This finding is not relevant to our school's educational program because Administration along with the math coach have collaborated in conducting classroom observations during the programmed math block. Administrators and the coach have focused not only on the content being taught but also on the process being used to teach the content. Professional development will be provided when it had been found that a teacher is providing math lessons that lack student engagement, hands on activities and group work.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

PS 116 follows the NYC core curriculum which is Everyday Mathematics. Everyday Mathematics is not a program that lends itself to independent seatwork solely. Most, if not all, concepts are taught from the concrete to the abstract. The program relies heavily on the use of manipulatives in order to further the student's understanding of mathematic concepts. Furthermore the program facilitates the use of games in support of key concept in mathematics such as multiplication in place of rote memorization. Everyday Math also provides activities within the lessons that support differentiation of instruction.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

N/A

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### **KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY**

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

PS 116's does not have a high turnover of teachers. During 2008-09 one teacher retired, another teacher relocated to another state due to personal reasons, and one transferred to another school in New York.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable   X Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The turnover in our school has been the result of retirement and personal situations affecting the teachers in question.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

N/A

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#### **KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS**

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

In June, teachers are given a survey regarding professional development interests and opportunities. Our school provides ongoing staff development for ELL's teachers and providers. This is imperative to better service our ELL population and our teachers are well informed of all the professional development opportunities which are available to them. Teachers meet during common preparation periods to discuss curriculum, materials, and teaching strategies for ELLs. Our students are provided with scaffold instruction on all levels to obtain academic achievement and accelerate language acquisition. Staff development is an essential part of growth. Teachers have been analyzing data to assess the areas that we need to target in the instruction for our ELLs.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Our teachers are well informed of the professional development opportunities available to them. In addition, teachers have choice options where they can register for workshops through Protraxx. Our school keeps an inventory of the Professional Developments that our teachers attend. Those teachers are assigned a day were they turnkey the information to the staff in cohorts. In addition, our ESL teachers participate at workshops/study group offered by our CLSO on monthly basis. She articulates with the other ELL teachers during the ELL common prep which meet weekly as needed.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

N/A

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#### **KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION**

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

In the beginning of the school year, the ESL coordinator meets with all teachers of ELLs to look at NYSESLAT scores and our ELL teachers are trained on how to disaggregate data by proficiency level. Our ELL Specialist creates a profile for all ELLs in the school by grade level. That data profile includes Lab scores, Current and Previous NYSESLAT scores and their gains. In addition, the profile includes an analysis of negative gains, type of program and years of servicing. Teachers use the data to aligned curriculum and drive instruction.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

ELL teachers meet once a week or as needed during our ELL common prep to discuss progress of students. After analyzing data, our teachers, literacy coach and ELL coordinator discuss the next steps for differentiated instruction and small group work. In addition, our ELL Inquiry Team is also looking closely at data to think about ways to align literacy instruction to meet the language acquisition needs of our ELLs. Students are assessed through Running Records for all grades and Interim Assessments for grades 3-5.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

N/A

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#### **KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION**

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

At P.S.116 special education teachers, general education teachers, service providers and school administrators are provided with Professional development through out the school year that helps in differentiated instruction in order to meet student need. Special Education and General education teachers meet during common prep to discuss instruction, student's strengths and needs and how to use strategies that will provide students the necessary tools in all ares providing a rich learning environment. Teachers are provided with on-site and off-site Professional Development to enrich strategies skills for themselves as well as for their students. Student assessment are conducted periodically and data is used to aligned / plan curriculum and drive instruction.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable   X Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

All teachers are given support by our coaches who meet with our teachers in special education and general education settings to model and provide the necessary tools to build student's knowledge in all content areas. Conferencing with teachers is provided on an ongoing basis in order to assess not only students learning but also to give teachers the support to target the needs of all students in their classrooms. In house inter-visitations are provided as well for teachers to observe model teachers and regular meetings are planned with school administration to discuss curriculum concerns.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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#### **KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)**

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The IEP is aligned to the reading and writing workshop which using reading levels to assess students' progress in reading comprehension, listening comprehension and writing. General Education Teachers are involved in the planning of related services students IEP page 3 and 4. Students' phonic skills are being addressed by using Words Their Way. The mathematics goals are aligned to the Everyday Math curriculum which is a spiraling program that differentiates students' needs of both General Education and English Language Learners.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

For students who are in need of a behavioral plan, and FBA is generated to meet the needs of the student. The classroom teacher, psychologist, social worker, counselor, principal and assistant principal, IEP teacher, and parent meet to plan the FBA according to each student's developmental situation.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

N/A

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10**

*This appendix will not be required for 2009-10.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)**

## **APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **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: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A: FOR TITLE I SCHOOLS**

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.)

PS 116 has currently **4** students who live in temporary housing.

2. Please describe the services you are planning to provide to the STH population.

The school intends to offer the following services:

- Counseling – Provided by the Guidance Counselor or Social Worker
- AIS services where needed
- 504 services where applicable

### **Part B: FOR NON-TITLE I SCHOOLS**

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).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

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 in the borough Integrated Service Center (ISC) or Children First Network.

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