



PUBLIC SCHOOL 116

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 32K116
ADDRESS: 515 KNICKERBOCKER AVE. BKLYN, NY 11237
TELEPHONE: 718-821-4623
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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: N/A
(Required for high schools)

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

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

CFN NETWORK 307 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	
Erik Schrynemakers	*UFT Chapter Chairperson	
Myrna Rivera	*PA/PTA 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	
Debbie Diaz	Assistant Principal/Chairperson	
Mary Nunez	Teacher/Secretary	
Brita Daemgen	Teacher	
Marina Limon	Parent	
Anita Ramkishun	Parent	
Andrea St. Louis	Parent	

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

* Core (mandatory) SLT members.

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.

P.S 116K is a Title I school located in the Bushwick community. The population is predominantly Hispanic (86.1%) with White (2.15), African American (6.6%) and Asian/Hawaiian/Pacific Islander (2.7%). The school provides free breakfast and lunch to all students through the Universal Lunch program.

Teachers have also embraced a more balanced and holistic approach to teaching literacy. We will be using the **Treasures** reading program as our core for reading and writing curriculum. Many of our teachers have been trained by staff developers from the Treasures. 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. 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, Destination Reading will be used for grades 2 and 3, Leap Frog grades in K-1. This year we have added other intervention programs using technology for our ELLs, Special Education students in self contained and CTT classes. In addition, we have the Academy for Success After School program for grades 1-5 at-risk students where they will be provided with additional instruction in Literacy and Mathematics.

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 coach 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 ELL 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 have established 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. Grade 5 students receive the Ballroom Dancing from the American Ballroom Theatre, which they will compete at district and city levels. For this school year, we will have a dance teacher from Town Hall who will instruct our fourth graders Hip Hop, our third graders will have Jazz dance, and first graders will be instructed in Modern Dance. Second grade students will receive Ballet instruction. Our second graders have started violin instruction from the Brooklyn Philharmonic artist. 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 will have chess clubs for grades 3-5 students and also origami which

will introduce math concepts in shapes and three dimensional skills for students in grades 2-5.

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 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 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. 116 Elizabeth L Farrell								
District:	32	DBN:	32K116	School BEDS Code:	333200010116				
DEMOGRAPHICS									
Grades Served:	Pre-K		3	√	7		11		
	K	√	4	√	8		12		
	1	√	5	√	9		Ungraded	√	
	2	√	6		10				
Enrollment				Attendance - % of days students attended:					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		92.0	93.1	TBD		
Kindergarten	88	76	90	Student Stability - % of Enrollment:					
Grade 1	88	105	83	(As of June 30)	2007-08	2008-09	2009-10		
Grade 2	93	90	96		93.2	93.4	TBD		
Grade 3	79	84	88	Poverty Rate - % of Enrollment:					
Grade 4	76	80	81	(As of October 31)	2007-08	2008-09	2009-10		
Grade 5	67	74	71		92.6	92.6	98.5		
Grade 6	0	0	0	Students in Temporary Housing - Total Number:					
Grade 7	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 8	0	0	0		3	23	TBD		
Grade 9	0	0	0	Recent Immigrants - Total Number:					
Grade 10	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		8	8	13		
Grade 12	0	0	0	Special Education Enrollment:					
Ungraded	4	0	3	(As of June 30)	2007-08	2008-09	2009-10		
Total	495	509	512						
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
# in Self-Contained Classes	0	8	9	Principal Suspensions	17	11	TBD		
# in Collaborative Team Teaching (CTT) Classes	37	51	54	Superintendent Suspensions	3	6	TBD		
Number all others	18	26	33	Special High School Programs - Total Number:					
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment:				Number of Staff - Includes all full-time staff:					
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10		
(As of October 31)	2007-08	2008-09	2009-10	Number of Staff - Includes all full-time staff:					
# in Transitional Bilingual Classes	109	103	110	(As of October 31)	2007-08	2008-09	2009-10		
# in Dual Lang. Programs	0	0	0	Number of Teachers	45	49	TBD		
# receiving ESL services only	73	80	74						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	2	6	41	Number of Administrators and Other Professionals	7	7	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	2	2	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	0	0	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	73.3	65.3	TBD
				% more than 5 years teaching anywhere	62.2	57.1	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	84.0	90.0	TBD
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)	88.2	86.0	TBD
American Indian or Alaska Native	0.0	0.0	0.0				
Black or African American	8.9	7.5	6.6				
Hispanic or Latino	85.9	85.9	86.1				
Asian or Native Hawaiian/Other Pacific Isl.	2.6	2.9	2.7				
White	2.6	2.0	2.1				
Male	49.3	48.3	49.8				
Female	50.7	51.7	50.2				
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							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase			Category			
	In Good Standing (IGS)	√		Basic	Focused	Comprehensive	
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

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?
-

Academic school year 2010-2011 will be a challenging year because the stakes have been raised. Our students need to make higher gains to achieve & remain on grade level. We intend to make these gains by making revisions to our existing programs and make the appropriate adjustments to our curriculum.

We adopted a school-wide new Reading and Writing Curriculum, Treasures from Macmillan /McGraw-Hill. This program has the balanced literacy reading components that will support all our students, especially our Special Education and English Language Learners.

PS 116K is taking a data-driven approach to improving student performance, using item analysis, portfolio assessments, & 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 Running Records, & Treasures weekly & unit assessments. Strategizing small group work will be one of our focused for professional development for our teachers. Small group conference notes & informal assessments will also be used. In addition, the data on the Annual School Report Card, Progress Report, Acuity, and ATS have been analyzed to determine trends in academic performance.

Although students have made tremendous gains, we did not meet our ELA Annual Yearly Progress for all students and sub-groups (ELLs, Special Education, low income and Hispanic) due to the State raising the test scale scores that affected city and state-wide school student performance.

In order to meet the rigor of the student performance standards, P.S. 116 has put a lot of time and effort into various intervention programs, such as Academy for Success afterschool programs and Saturday ELL Academy programs to support student achievement. We also invested time and funding to new programs and new materials to support all the intervention

programs, such as Triumphs Academic Intervention program, Flocabulary for Saturday Academy, Kaplan Advantage for ELA, Math and Science and Kaplan Test Companion for ELA and Math. We also provide professional development to our teachers so that they can best serve our populations. We also purchased online intervention programs such as Destination Reading and Math for targeting grades.

As for our test scores, NYS ELA scores have been steadily increasing in levels 3 and 4. In 2007 school year all grades students performed at levels 3 and 4 is at 47.6% ; in 2008 is 48.6%; 2009 is 59.2%. Due to the State raising the test performance scale scores, we have obtained 35% of all students in grades 3, 4 and 5 receiving levels 3 and 4.

When looking at the individual grade, we see a tremendous growth in our fifth grade scores, growing from 57% in levels 3 and 4 for 2007. We continued on a positive trend, making a significant gain in 2008 where 72% of 5th 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. For 2010 school year, 49% of our 5th graders performed at levels 3 and 4.

We also see that fourth grade scores have remained somewhat stable in ELA. There was a light decrease 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, 4th grade students who performed at level 3 and 4 are at 36%. This is a decreased of 10%. But in 2010 school year, our 4th graders made positive gains at levels 3 & 4 scoring at 40.3%.

In third grade ELA scores for 2007, 43% of students performed at levels 3 and 4. It decreased to 32% in 2008; a significant decreased of 11%; however, the scores increased significantly to 66% for 2009 school year. However, in 2010, our thirds graders performing at levels 3 and 4 is at 24.7%

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 increases 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 target our ELL population. In 2008, 187 students were tested at Proficient levels on the NYSESLAT exam. The scores were as follows: Grade 1 (3%), Grade 2 (5%), Grade 3 (11%), Grade 4 (17%), & Grade 5 (6%). In 2009, Grade 1 (3%), Grade 2 (0%), Grade 3 (25%), Grade 4 (16%), & Grade 5 (24%). We had increases in Grades 3 & 5. In 2010, 195 students were tested and students at Proficient levels are as follows: Grade 1 (17%), Grades 2 (0%), Grade 3 (20%), Grade 4 (27%), and Grade 5 (34%). We will look closely at 2nd grade to determine why students are not becoming proficient at that grade level.

As for the Mathematics, over the past 3 years we have moved from 84.6% (2007) to 88.1% (2008) and 92.4% (2009) and we took a significant decrease in 2010 (52.2%) due to the State raising the scale scores. All grades increased with the exception of 3rd grade (decrease 4% of levels 3 and 4 in 2008 as compared to 2007). For 2009 school year, 95% of our 3rd graders met levels 3 & 4 which was an 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. We made a significant increase of 20.8% in 2010 (83.8%) and we met the AYP for Science. Due to the increase, we qualified for the Safe Harbor in ELA.

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. However, in 2010, the percent of students in Levels 3 and 4 was 83.6%.

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 following:

English Language Learners

- All K teachers will provide FUNdations so that at-risk students will meet grade level.
- All Bilingual & ESL program 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.
- English as a Second Language curriculum will focus on English Language and Writing in order to increase 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 ELL Saturday Academy for Success to provide additional support for language acquisition, especially in the area of writing. New materials, *Flocabulary* to be purchased to increase vocabulary with the ELLs in order to increase reading fluency.
- Create a ELL Collaborative Inquiry Team to analyze curriculum and employ effective instructional strategies
- Provide professional development to all Bilingual and ESL 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

Special Education

- Create a collaborative inquiry team for each grade to target a selected population in order to increase student academic performance. Teachers will analyze data, formulate strategic instruction and matched assessment to monitor and track student progress.
- Create a CTT Inquiry Team to increase Special Education student academic performance.

General Education

- Develop a student performance item analysis for grades 3 to 5 which consists of data from ARIS which reflects the standards, 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.
- All testing grade students will have a Mock ELA exam in October 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.
- 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 curriculum maps for cluster teachers and classroom teachers to ensure that the curriculum is coherent & essential skills are aligned to the new Common Core Standards.
- Cluster teachers will also support reading and writing program through content areas and to ensure that amount of writing is increased through projects and published writing pieces.
- All testing grade students will be offered Extended Day, Academy for Success After School program and also Saturday ELL Academy.
- All grade teachers will focus on increased use of vocabulary exposure for all students and increase of prompted writing pieces.
- Teachers will receive professional development in using Treasures, Triumphs and Destination Reading and AWARDS online programs.

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.

Annual School Goals:

Goal 1:

To improve grades 4 and 5 English Language Learners' (ELLs) performance in literacy

Goal 2:

To improve grades 4 and 5 Special Education students' performance in literacy

Goal 3:

To improve grade 3 students' performance in literacy

Goal 4:

To expand teacher's expertise in strategizing small group work and conducting the Collaborative Inquiry Process

Goal 5:

To increase parental involvement at P.S. 116

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

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>In 2009-2010 school-year, our 3rd and 4th grades students performed as follows: 5% at level 4, 11% at level 3, 30% at level 2, and 54% at level 1.</p> <p>By June 2011, 40% of Grades 4 & 5 English Language Learners (ELLs) will be targeted to increase one performance level or more as evidenced on the Endline Mock ELA and/or 2011 NYS ELA exam.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Teachers will give a baseline mock ELA in November to determine students' projected performance level for the current grade level • Teachers will receive an item analysis of the Baseline ELA mock by the data specialist to determine strengths & weaknesses & to create small group instruction • Teachers will select students to target for the ELL inquiry to focus on writing which is a school wide weakness for our ELLs • Teachers will modify instruction to address the power standards based on the ELA Trend Analysis chart from previous year's results • Groupings of students in ELLs classes will also reflect the Beginners who read predominantly in Spanish and who will be exposed to reading in English gradually; Intermediate and advanced students will be challenged to read predominantly in English. • Administrators and Literacy Coach will discuss the ongoing assessments of targeted ELL students and monitor the core curriculum in Literacy • Instructional modifications for ELL classrooms to address needs in reading & writing skills by the classroom • Funding will be allocated to create a Saturday Academy for ELLs from October to April to support grades K-5 ELLs in language acquisition and to improve reading and writing skills. • Increase vocabulary exposure to all students in the Saturday ELLs Academy. Grades 3 – 5 students will use Flocabulary, a program which boost student learning motivation

	<p>through hip hop music and standards-based curricular materials to teach academic content.</p> <ul style="list-style-type: none"> • New academic intervention materials, Triumphs will be utilized for lowest one third of grades 4 & 5 students. • ELLs targeted for Extended Day and Academy for Success After School programs will use online reading program from the Destination Reading/Math and AWARDS. • Students will be assessed weekly and end of unit assessment along with the diagnostic assessment for placement of levels. TC Running records will also be utilized to assess student's reading ability • Cluster teachers will support the classroom inquiry students in their inquiry skill focus • Cluster teachers will integrate the ELA writing and reading skills into their content areas • Literacy coach will compile a list of question prototypes based on the power standards <p>Teachers will be scheduled to:</p> <ul style="list-style-type: none"> • Attend professional development on-site with the Literacy Coach • Partnership with P.S. 380 for off-site professional and inter-visitation for best practices • Professional development provided by CFN and Protraxx • Participate in class inter-visitations on-site • Common preps programmed for planning • Additional prep (6th prep) will be programmed weekly for collaborative inquiry work, discussion research based work and best practices • Participate in study groups by CFN • Grade Conferences to modify curriculum as needed
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Title I : 10% for professional development from Literacy Coach, 5% is set aside to ensure teacher highly qualified</p> <p>Title 1: Per session for After School Program</p> <p>NYSTL Funding: for library books, computer hardware and software</p> <p>Title III : Funding will be utilized for Saturday Academy for ELLs, Parental Involvement and materials for ELLs</p> <p>Contract of Excellence: Laptops and supplementary materials</p>

	<p>CEIS Grant Funding will be allocated to target at-risk students for behavioral modification and academic intervention for students to increase academic achievement.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Weekly and End of Unit Treasures literacy assessments will be analyzed by classroom teachers to evaluate student progress in reading & writing • Mock ELA data for November, February, & April will be analyzed to measure gains & plan instruction • Teachers will utilize Periodic Assessments (Acuity) in order to identify student weaknesses in reading • Teachers will evaluate student reading levels using TC Running Records at least three times in the school year (October, February and June) • Teachers' lesson and unit plans will reflect differentiation of instruction based on assessments • Student attendance record to Academy for Success After School programs and Saturday ELLs Academy program will be monitored

Subject/Area (where relevant): ELA

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>In 2009-2010 school-year, our 3rd and 4th grades students performed as follows: 5% at level 3, 36% at level 2, and 59% at level 1. Based on the Progress Report, 11.1% of our students made proficiency in the 2009-2010 ELA.</p> <p>By June 2011, 25% of 4th-5th grade Special Education students will be targeted to increase one performance level or more as evidenced by Endline ELA Mock or 2011 NYS ELA exam.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Teachers will conduct guided reading and small group strategy lessons based on student needs based on Literacy Assessments. • Teachers will differentiate instruction by planning alternate learning activities to address students needs & learning styles • Students will receive additional small group instruction and support from related service providers to target students’ needs • Professional development provided by the IEP teacher for the special education teachers • Administrators and literacy coach will reflect on the ongoing assessments of targeted students with use of Treasures Selection tests & weekly assessments to monitor and revise strategies used to address the core curriculum in Literacy & to differentiate for students’ needs • All special education students will also be targeted for Extended Day instruction • Librarian/Technology cluster will supplement classroom instruction by integrating various genres into weekly technology instruction & using critical analysis in writing tasks • Disney Grant will be utilized to expose students to plays in which they will create their own dialogue & produce performances (Grade 5 CTT) • Art cluster will work on listening skills & following directions in art tasks & discussing the main idea & details of art work • Science and Social Studies clusters will integrate the ELA writing and reading skills into their content areas • Curriculum in the CTT classes will be tweaked in order to suit the needs of their individual classes • Supplementary academic intervention materials will be used to target struggling students who are 1-2 level below grade level. Skill based workbooks will be utilized to targeted specific reading skill deficiencies

	<ul style="list-style-type: none"> • Literacy coach will compile a list of question prototypes based on the power standards <p>Teachers will be scheduled to:</p> <ul style="list-style-type: none"> • Attend professional development on-site with the Literacy Coach and IEP teacher • Professional development provided by CFN and Protraxx • Participate in on-site class inter-visitations • Common preps programmed for planning • Additional prep (6th prep) will be programmed weekly for collaborative inquiry work • Participate in study groups • Grade Conference to modify curriculum as needed
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Title I : 10% for professional development from Literacy Coach, 5% is set aside to ensure teacher highly qualified</p> <p>Title 1: Per session for After School Program</p> <p>NYSTL Funding: for library books, computer hardware and software</p> <p>Title III : Funding will be utilized for Saturday Academy for ELLs, Parental Involvement and materials for ELLs in Grade 1</p> <p>Contract of Excellence: Laptops and supplementary materials</p> <p>CEIS Grant Funding will be allocated to target at-risk students for behavioral modification and academic intervention for students to increase academic achievement.</p> <p>Disney Grant for G5 CTT</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Weekly and End of Unit Treasures literacy assessments will be analyzed by classroom teachers to evaluate student progress in reading & writing • Mock ELA data for November, February, & April will be analyzed to measure gains & plan instruction • Teachers will utilize Periodic Assessments (Acuity) in order to identify student weaknesses in reading • Teachers will evaluate student reading levels using TC Running Records at least three times in the school year (October, February and June)

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| | <ul style="list-style-type: none">• Teachers' lesson and unit plans will reflect differentiation of instruction based on assessments• Student attendance record to Academy for Success After School programs will be monitored• CTT Inquiry will target specific students for weaknesses in literacy• Attendance log and agendas for the professional development provided with the IEP teachers |
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Subject/Area (where relevant): ELA

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>In 2010-2011 school-year, our 3rd grade Baseline ELA Mock Test which was modified to mirror the new test specification reflects the following: 8% at level 2, and 92% at level 1. Based on ARIS data, 25% of 3rd grade students made proficiency in the 2009-2010 ELA Test.</p> <p>By June 2011, 32% of 3rd grade students will be targeted to increase one performance level or more as evidenced by the Endline ELA Mock test and/or 2011 NYS ELA exam.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Teachers will give a baseline mock ELA in November to determine students’ projected performance level for the current grade level • Teachers will receive an item analysis of the Baseline ELA mock by the data specialist to determine strengths & weaknesses & to create small group instruction • Teachers will modify instruction to address the power standards based on the ELA Trend Analysis chart from previous year’s results • Supplementary academic intervention materials will be used to target struggling students who are 1-2 level below grade level. Skill based workbooks will be utilized to target specific reading skill deficiencies • An increase in the exposure and usage of vocabulary during the literacy block is implemented • Literacy coach will compile a list of question prototypes based on the power standards • New academic intervention materials will be used. Triumphs intervention program from Treasures will be utilized during Extended Day • 3rd grade students will be targeted to attend afterschool twice a week for additional support in reading & writing skills • Literacy coach will provide professional development on unwrapping the ELA standards (NYS ELA Standards & Common Core) to address learning tasks & skills that need to be developed in reading & writing • Destination Reading is being utilized to target student needs & to supplement classroom instruction • Skill based workbooks will be utilized to address reading skill needs & for differentiating instruction • Cluster teachers will integrate the reading & writing goals from Treasures program in

	<p>order to build coherence across the curriculum areas</p> <ul style="list-style-type: none"> • Inquiry target students will meet 2 times per week to address weaknesses in reading comprehension based on the power standards 	
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Title I : 10% for professional development from Literacy Coach, 5% is set aside to ensure teacher highly qualified</p> <p>Title 1: Per session for After School Program</p> <p>NYSTL Funding: for library books, computer hardware and software</p> <p>Title III : Funding will be utilized for Saturday Academy for ELLs, Parental Involvement and materials for ELLs in Grade</p> <p>Contract of Excellence: Laptops and supplementary materials</p> <p>CEIS Grant Funding will be allocated to target at-risk students for behavioral modification and academic intervention for students to increase academic achievement.</p>	<p>ELA</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Weekly and End of Unit Treasures literacy assessments will be analyzed by classroom teachers to evaluate student progress in reading & writing • Mock ELA data for November, February, & April will be analyzed to measure gains & plan instruction • Periodic Assessments Data (Acuity) will be utilized in order to identify student weaknesses in reading • TC Running Records will be utilized at least three times in the school year (October, February and June) for student readability • Teachers' lesson and unit plans will reflect differentiation of instruction based on assessments • Student attendance record to Academy for Success After School programs and Saturday ELLs Academy program will be monitored • CTT Inquiry portfolio will reflect targeted students and the monitoring of progress • Formal & Informal observations with a focus of effective planning & execution of differentiation of instruction that reflects small group work. 	

Subject/Area (where relevant): Professional Development

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 100% of teachers will receive on-going professional development in strategizing small group work and conducting more effective collaborative inquiry work as evidenced by attendance log to professional development and collaborative inquiry portfolio.</p>
<p>Action Plan 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"> • Common planning time will be scheduled to enable teachers to gather and analyze collaborative inquiry students assessment • 6th prep will be programmed for teacher to meet weekly to discuss best practices to increase collaborative inquiry student achievement • Data Specialist will provide charts for teachers to track student data and to monitor students’ progress. • Funds will be set aside for Per Diems and Per Session for professional development for teachers in grades K – 5 and all other support staff. • Coach will attend calendar days by the CFN on Collaborative Inquiry and Common Core State Standards to turnkey to staff • Literacy coach will compile and provide professional development on the utilization of question prototypes based on the power standards • Coach and Data Specialist will provide on-going professional development to all teachers in understanding of gains and how to meet those gains. Individual student data on the differential between current scores (percentages) and the target one-year growth will be provided to teachers to strategize their small group work • Data Specialist will provide on-going support to assist teachers in the collection of data and monitoring of students’ progress to ensure a one-year gain. • Administrators and coach will meet monthly on grade conferences to provide support to teachers on data utilization and management to drive differentiated instruction • Per Session provided for teachers for Collaborative Inquiry • CFN Specialist will meet periodically with the 4th & 5th grade Collaborative Inquiry group to provide professional development • Destination Reading/Math consultants will provide 5 professional development days. Teachers will learn how set-up the pre-assessments and assign specific skills based on student needs. Consultants will demonstrate in the classrooms the use of the program and how to differentiate for struggling and high performing students for small group work • Consultants from Treasures will provide professional development for the staff on how to use the program effectively and to differentiate for all subgroups.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Title 1 : Literacy Coach Title 1 Trainee Rate Title 1 ARRA TL DYO Assessment FSF: Per Session TL Children First Inquiry Teams</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Teacher's lesson and unit plans will reflect differentiation of instruction based on assessment. • Teachers' portfolios reflecting: <ul style="list-style-type: none"> - Conference notes, assessment pieces, writing on demand, small group work, strategy lessons • Formal and Informal Observations with a focus of effective planning and execution of differentiation of instruction which reflects small group work. • Item skills analyses data for students resulting from teacher use of Acuity, ARIS, and running record data in teacher binders. • Attendance logs to PDs • Agendas and minutes to all meetings • Collaborative Inquiry portfolio

Subject/Area (where relevant): Parental Involvement

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, parental involvement and participation in grades K-5 at P.S 116 will increase by 10% in workshop, PSA meetings and school events as evidenced by attendance log.</p>
<p>Action Plan 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"> • Host Family Reading Night • Partnership with Sylvan Learning to host workshops for parents to provide support to their children in homework and reading • Host “Families as Reading Buddies Night” • Host “Families as Mathematics Buddies Night” • Host three (3) Parents Meeting: <ul style="list-style-type: none"> - October, 2010 - Title 1 Meeting and the Raising of the State Standards; the increased expectations for all testing - November, 2010 – New State Test G3-5 and strategies which parents could use at home to support their children’s education - March, 2011 - Common Core State Standards • Participate in the <i>Cool Culture Literacy Without Walls</i> <ul style="list-style-type: none"> - 5 series of PD for parents and staff on parent outreach - All Kindergarten parents will receive the <i>Cool Culture Family Pass</i> to 90 museums in 5 borough • Create workshops for parents/families to attend including, but not limited to, the following topics: <ul style="list-style-type: none"> - Dealing with Defiance Children – An 8 session workshop: <i>The Total Transformation Program</i> - Stress Management - Home Health and Safety Awareness - Cancer Awareness - Asthma awareness workshops - Bedbugs

	<ul style="list-style-type: none"> - Single Parent - Grandparents as Guardians • Continue the Motherhood Initiative • Continue the Fatherhood Initiative • Create a Fathers' club / Mather's Club • Establish a parent leader for each class who will communicate with other parents • Continue to host meetings about test preparation • Create a Correspondence Folder for each grade for teacher to communicate with parents on student assessment or school Letters. Parents will also put in any notes to teachers via folder • Dial A Teacher • Coalition for Hispanic Family Services will hire 8 tutors who will provide small group and one to one instruction during the after school and Saturday program • Arts & Literacy After School Program • Continue the Learning Leaders Program to increase the number of parent volunteers in the school • Parent coordinator will conduct workshops through the ARIS grant where parents will learn how to logon and view their child's information and data
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Title I – 1.9% Title I ARRA – 1% ARIS Grant</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Evaluation forms • Flyers (school run), • Posters • Calendars • Letters -Translation for different languages • Phone calls • School Messenger • Invitations • Photos • Agenda • Banners • Attendance Log to Workshops

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| | <ul style="list-style-type: none"> • Parent Survey • Newsletter |
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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	28	28	N/A	N/A	5	0	0	13
1	37	37	N/A	N/A	5	0	0	24
2	38	38	N/A	N/A	5	0	2	15
3	71	71	N/A	N/A	5	0	0	16
4	57	57	57	57	5	0	1	28
5	33	33	33	33	5	0	0	26
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)	Description: Provide a brief description of each 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.).
ELA:	<p>FUNdations- 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 Kindergarten, First grade & second grade classrooms as small group instruction for Extended Day</p> <p>AWARDS Reading Program – 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>Destination Reading – Online reading program that reinforces the literacy standards for grades 2 and 3.</p> <p>Extended Day- Small group tutoring provided to our Level 1 and 2 students in grades K-5 (general education and bilingual).</p> <p>Title I Afterschool- small group instruction provided to students in students from grades 1-5.</p> <p>ELL Saturday Academy- Small group instruction to help the ELLs in grade K-5 to support English language proficiency.</p> <p>Differentiated Instruction in the Classroom- Each teacher provides differentiated instruction through conferences, strategy lessons, technology, and guided reading to all students in grades K-5</p>
Mathematics:	<p>Extended Day- Small group tutoring provided to our Level 1 and 2 students in grades K-5 (general education and bilingual).</p> <p>Saturday ELLs Academy - Students in grades 1-5 will be provided with an intensive afterschool program to support their mathematics learning.</p> <p>General Education Title I Afterschool- Students in grades 1-5 will be provided with additional instruction in mathematics.</p> <p>Differentiated instruction in the classrooms- 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.</p> <p>Destination Math- Online program that goes with the Everyday Math Program for students in grades 4 and 5.</p>
Science:	<p>Differentiated instruction by the Science cluster during the regular day in Grades 3, 4, and 5. Hands-on instruction and reinforcement in writing short and extended responses. Extensive professional development for teachers in grades 3-5 to support our at risk students in the Science content.</p>

Social Studies:	Differentiated instruction by the classroom teacher during the regular day and a Social Studies cluster. Classroom-Initiated Projects on Social Studies themes which will culminate in a published writing piece with integrated prompted & task writing
At-risk Services Provided by the Guidance Counselor:	Guidance: 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.
At-risk Services Provided by the School Psychologist:	Provides mandated services only.
At-risk Services Provided by the Social Worker:	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.
At-risk Health-related Services:	Vision/Hearing Screening- 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. Health Cluster- 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 (2010-2011) LAP narrative to this CEP.

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: 180 LEP Non-LEP

Number of Teachers 8 Other Staff (Specify) 2 Paraprofessionals

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.

PS 116 Title III program provides English Language Learners with supplemental instruction on Saturday. The Saturday Academy will begin October 16th and end April 16th, from 9:00-12:00. There will be total of 22 sessions. There is a need for a CB teacher to work in the program, the ESL teacher will team-teach and rotate between the groups. The classroom size will be no larger than 15 people. 6 certified teachers, one in ESL and 6 certified Common Branch teachers will work in the Saturday Academy program. The Bilingual certified teacher will team-teach and rotate as needed between the groups due to the shortage of ESL/Bilingual licensed teachers for the Saturday Academy. Five groups will be taught by a CB teacher with a BL/ESL teacher pushing in into these five group during the instructional time for 36 minutes each group. This program will target all eligible K, 1st, 2nd, 3rd, 4th, and 5th grade ELL students, approximately 90 students, in our school.

The *NYSESLAT Practice Books* will be purchased for students in order to prepare them for the NYSESLAT as well as the RIGBY.

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.

PS 116 offers ongoing professional development in various areas, for example, reading, math, and content area instruction. Our school has integrated into our mandated professional development various workshops geared to the ELL population of our school. Our teachers attend a majority of these workshops either in house or outside. The following are some of the workshops we offer:

- Planning for Treasures (All year long)
- Study Group for all Teachers (All year long)
- NYSESLAT, ELA, as well as Teachers College Reading and Writing Running Records for Evaluation and Assessment
- Workshops provided by the CLSO, BETAC, and other associations relating to ELLs are recommended for teachers to attend throughout the school year

The professional development will not be funded by Title III.

September 2010	Creating Inquiry Teams for all Grades and What is a Inquiry Team?
October 2010 – June 2011	Grade Inquiry Team meeting every week during 6 th Prep – Looking at Data to Drive Instruction
October 2010 – June 2011	Hosted by CFN – Strategies for ELA/ELLs
October 2010	Author’s Symposium hosted by BETAC at Fordham University
November 2010	Sylvan Learning Workshops, Treasures, Destination Reading and Math on Election Day
January-March	Strategizing Small Group Work
April/May 2010	NYSESLAT Training for all General Education/Bilingual Teachers
All Year Long (2010-2011)	BETAC/CFN meetings

Parent and Community Involvement

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 parent involvement will be partially funded by Title III. Refreshments and snacks will be purchased for parents attending the workshops.

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.

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$24,121.02	Saturday Academy (7) teacher X (22) sessions x (3) hours x (52.21) = <u>\$24,121.02</u>
Purchased services - High quality staff and curriculum development contracts.		

Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$4,518.98	<i>NYSESLAT Practice Books</i>
Educational Software (Object Code 199)		
Travel		
Other	\$500.00	<i>Parental Involvement: refreshments and snacks for parents attending the workshops</i>
TOTAL	\$29,140	

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

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

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 parent 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/docushare/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:	\$580,332	\$77,813	\$580,332
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$ 5,804		
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:	\$29,050		
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:	\$58,033		
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 predictive 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, and Math 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 83rd precinct for parents and students;
- m. Parenting skills workshops in 8 week sessions with recommended activities, *Total Transformation Program*
- 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. Homebase (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 giveaways were provided.
- s. New Parent and Student Orientation- new parents received information on discipline and dress code. Light breakfast and raffle were provided.
- t. A joint collaboration with P.S 376 on the Motherhood Initiative for 8 sessions inviting mothers, grandmothers, female guardians that has and is making a difference in the life of a child. CBOs will provide homework helps workshop and other activities will be provided by our staff.
- u. A joint collaboration with P.S 376 on the Fatherhood Initiative for 6 sessions 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
- v. 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.
- w. P.S. 116 will invest in the Cool Culture program for K students.

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, FUNdations, 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, who 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 2010-2011. The School will distribute this policy to all parents participating Title I, Part A children on or before June 14, 2009.

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 School-wide 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. School-wide 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:

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- Help provide an enriched and accelerated curriculum.
- Meet the educational needs of historically underserved populations.
- 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.
- 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 attend workshops; CFN 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. CFN 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, Acuity, 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: _____ **SURR¹ 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.

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.

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

**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.

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)² 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 the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

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.

– **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 2009-2010 school year, to assess whether this finding is relevant to your school's educational program.

P.S 116 has started to implement a new reading program that supports all reading and writing levels including our Special education and ELL students. 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 CFN (In and off site) and Protraxx available for teachers and administrators. 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

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 2009-2010 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

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 2009-2010 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 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.

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* (SOM³) 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.

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.

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

2B.1: Describe the process your school engaged in, during the 2009-2010 school year, to assess whether this finding is relevant to your school's educational program.

This finding is not relevant to our school's educational program because Administration 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 X 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 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 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

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 2009-2010 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 2009-2010, one teacher retired, one teacher resigned, three teachers transferred to other schools due to personal reasons.

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

Applicable 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

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 2009-2010 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. We have also created a Collaborative Inquiry that targets 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 in which 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 CFN.

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

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 2009-2010 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 align 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

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 2009-2010 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 students 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 areas 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 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.

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 2009-2010 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>

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.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 116 Elizabeth L Farrell					
District:	32	DBN:	32K116	School		333200010116

DEMOGRAPHICS

Grades Served:	Pre-K		3	v	7		11		
	K	v	4	v	8		12		
	1	v	5	v	9		Ungraded	v	
	2	v	6		10				

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		92.0	93.1	92.9
Kindergarten	76	90	75				
Grade 1	105	83	96	Student Stability - % of Enrollment:			
Grade 2	90	96	83	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	84	88	87		93.2	93.4	93.0
Grade 4	80	81	82				
Grade 5	74	71	82	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		92.6	98.5	98.5
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		3	23	3
Grade 12	0	0	0				
Ungraded	0	3	2	Recent Immigrants - Total Number:			
Total	509	512	507	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					8	8	13

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	8	9	8	Principal Suspensions	17	11	1
# in Collaborative Team Teaching (CTT) Classes	51	54	46	Superintendent Suspensions	3	6	0
Number all others	26	33	40				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	103	110	TBD	Number of Teachers	45	49	47
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	7	7	8
# receiving ESL services only	80	74	TBD				
# ELLs with IEPs	6	41	TBD	Number of Educational Paraprofessionals	2	2	3

These students are included in the General and Special Education enrollment information above.

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	97.8
				% more than 2 years teaching in this school	73.3	65.3	74.5
				% more than 5 years teaching anywhere	62.2	57.1	63.8
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	84.0	90.0	95.7
American Indian or Alaska Native	0.0	0.0	0.0	% core classes taught by "highly qualified" teachers	88.2	86.0	92.5
Black or African American	7.5	6.6	5.9				
Hispanic or Latino	85.9	86.1	89.0				
Asian or Native Hawaiian/Other Pacific	2.9	2.7	2.6				
White	2.0	2.1	2.6				
Male	48.3	49.8	49.9				
Female	51.7	50.2	50.1				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-					
Multiracial							
Students with Disabilities	vsh	v	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
Student groups making	5	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					P
Overall Score:	64.4	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					WD
School Environment:	7.3	Quality Statement 2: Plan and Set Goals					P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					P
School Performance:	8.1	Quality Statement 4: Align Capacity Building to Goals					P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					P
Student Progress:	43						
<i>(Comprises 60% of the</i>							
Additional Credit:	6						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = 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.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 0.	District 32	School Number 116	School Name Elizabeth Farrell
Principal Seiw Kong		Assistant Principal Debbie Diaz and Sandra Mojica	
Coach Cortney Williams-Loyd		Coach	
Teacher/Subject Area H. Almonte/Bilingual Teacher		Guidance Counselor Francis Diaz	
Teacher/Subject Area I. Rosario/ESL Teacher		Parent Myrna Rivera	
Teacher/Subject Area J. Chen/ESL Teacher		Parent Coordinator Iris Rivera	
Related Service Provider Jessica Jackson		Other type here	
Network Leader Ada Orlando		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	3	Number of Certified Bilingual Teachers	5	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	1	Number of Special Ed. Teachers with Bilingual Extensions	2	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	514	Total Number of ELLs	179	ELLs as Share of Total Student Population (%)	34.82%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of 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.

Paste response to questions 1-6 here

1. 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 Home Language Identification Survey (HLIS) 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, Mandarin, and Spanish as well. Ivelisse Juarbe speaks and writes in Spanish and English. Schools should make every effort to stay in close contact with ELL parents, from administering the HLIS, to informing them of their child's eligibility for ELL services, to collecting the forms that indicate the parent's program choice for their child.

By law, schools must provide parents of newly enrolled ELLs with information on the different ELL programs that are available. Because the state requires that ELLs be placed in the appropriate program within ten days of enrollment, getting parents this information quickly and efficiently is critical to getting their input. Parents' choice, coupled with program availability, determines program placement for ELLs. Because ELL parents often speak a language other than English, schools should use the translated materials (brochures, DVDs) provided by the Office of ELLs and services offered by the Translation and Interpretation Unit, including document translation and interpretation services, as needed. Informational and question-and-answer sessions at most schools are provided through group orientations at the beginning of the year. However, we inform parents throughout the year in a number of ways, including one-on-one meetings, phone conversations, or through informational packets. Parent coordinators and other designated staff work closely with supervisors (assistant principals, bilingual coordinators), ELL specialists to coordinate school events for ELLs.

The ESL teachers 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) to be filed.

2. We have regular PTA and school meetings where the programs that are available in our schools are know. Many of our community members know of the school and the programs that we have. During the registration process the appointed pedagogue notifies the parents of the programs that are available (with translation if needed) to fully understand the programs that they are entitled to. They will also understand the different programs by watching the video from the Chancellor and the differences between the programs. We also allow time for Q & A, if parents have doubts about programs that are available and/or entitled to.

3. The program selection forms are signed on the day we have our ELL meetings in September for students that are registered during before school begins. For students that come in during the school year they are told what programs we have. Parents are able to view the video and understand the programs that are offered and Lab-R scores are given to the parents to make the appropriate choices. The continuation of service letters are given out to class room teachers in September to ensure that there is ample time for the return of these forms. We remind parents that come to the ELL workshop during the beginning of the school year and towards the end. If whomever has not returned these forms we make sure that teachers are given extra forms during our curriculum night to ensure that they are returned in a timely matter.

4. 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.

5. The trend is either the TBE or Freestanding ESL. During 2010-2011, 40% of our ELL parents requested Bilingual and 60% requested ESL. About 59% of the parents chose to let their child(ren) remain in Bilingual. However, 41% of those parents wanted their child(ren) in the ESL program. The previous years we had more parents requesting Bilingual and this year it has lessened.

6. 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 would recommend the schools that do have those programs to accommodate said parent(s). The programs offered at our school are aligned with parent requests.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	15	23	0	0	29	3								70
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained					24									24
Push-In	11	12	23	9	7	23								85
Total	26	35	23	9	60	26	0	0	0	0	0	0	0	179

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	179	Newcomers (ELLs receiving service 0-3 years)	138	Special Education	23
SIFE	0	ELLs receiving service 4-6 years	35	Long-Term (completed 6 years)	6

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										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	55	0	13	15	0	10	0	0	0	70
Dual Language										0
ESL	86	0	6	17	0	1	6	0	0	109
Total	141	0	19	32	0	11	6	0	0	179

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	15	23	0	0	29	3								70
Chinese	0													0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	15	23	0	0	29	3	0	70						

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	10	11	22	33	6	23								105
Chinese	1	0	0	0	1	0								2
Russian	0	0	0	0	0	0								0
Bengali	0													0
Urdu	0													0
Arabic	0	1	1											2
Haitian	0													0
French	0													0
Korean	0													0
Punjabi	0													0
Polish	0													0
Albanian	0													0
Other	0													0
TOTAL	11	12	23	33	7	23	0	0	0	0	0	0	0	109

Part IV: ELL Programming

A. Programming and Scheduling Information

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.

1 a) Instruction is delivered by self-contained and push-in/pull-out ESL teachers. PS 116 offers a TBE program and a Freestanding ESL Program. Our bilingual program is offered for the following grades: Kindergarten, first, 4th grade CTT and 4th/5th bridge self-contained special education. Our ESL program is offered thru push-in/pull-out model.

b) We created a predominately ELL class per grade to focus on students with special English language acquisition needs. In the 3rd grade we have a self contained ESL class that is offered due to the large number of ELLs in that grade. The ESL push-in/pull-out teachers work collaboratively with the classroom teacher of the predominately ELL students. The ESL teachers pushes into the Kindergarten, 1st, 2nd, 3rd, 4th and 5th grade classrooms.

2. For the teaching of Mathematics we follow the Everyday Math curriculum in the native language. Content areas such as Science are taught in NLA, 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 the 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.

3. Content areas such as Science are taught in NLA, 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 the 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).

4. a) We currently have 1 SIFE student and he is placed in a Bilingual CTT Setting where he will be getting one on one instruction with classroom instruction as well as intervention with extended day. The child is currently attending afterschool and any other programs that we might have available to him including the Saturday Academy and all enrichment programs.

b) For our ELLs that have been identified as newcomers (1-3 years), we have offered them bilingual programs if they are available and/or place them in the self-contained or designated ELL classroom, where the ESL teachers push-in to provide extra support. The ELLs are offered extended day, afterschool, and the Saturday Academy as well as all enrichment activities. The teacher, AIS provider, and the ESL push-in will provide small group instruction.

c) For our ELLs that have been identified as 4-6 years, we have filed for extension of services as well placing them in the ELL classes. The ESL teacher provides push-in support. These children are offered extended day, Saturday Academy as well as afterschool. The teachers as well as the push-in provider will provide small group instruction.

d) We have identified 6 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 provide support for the targeted students. These students are no longer exempt from taking city/state tests. Based on formal assessments, all of the above mentioned students continue to improvement. Teachers use Running Records and the Treasures program to monitor for progress. Continue with our Bilingual and ESL daytime instructional program, which emphasizes on listening and speaking in English. Small group/differentiated instructions in the classrooms will continue to provide the intervention our students need due to budget constraints.

e)The language goals of students with IEPs state that students will acquire language proficiency through TBE/ESL methodologies. Running Records, Interim Assessment, EDL (Evaluacion del desarrollo de la lectura) for students with an IEP in Bilingual classes are used for differentiated instruction. Teacher assessments, portfolios, and Treasures unit assessments are all formal and informal assessments the school to identify the strengths and needs. Through direct observation and through several assessment tools. 23 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 PPT (Pupil Personnel Team), School Leadership Team, Study groups, Inquiry-based and Cabinet meetings to update any and all information regarding our student body. In these meetings teachers are invited to attend if the need arises and teachers are constantly collaborating with one another to identify and provide the needs of the students.

Our students also participate in enrichment programs and activities such as Ballet, Ballroom Dancing, Jazz, Hip Hop, 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.

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

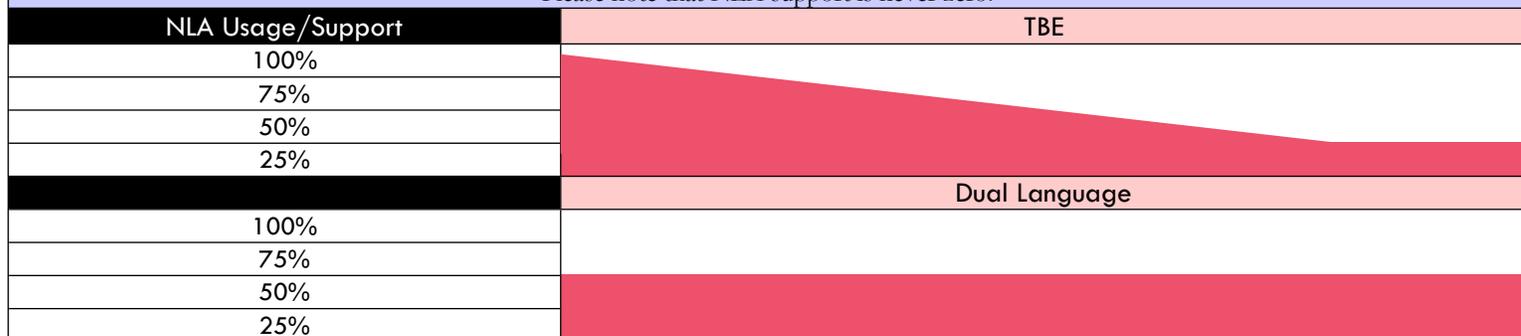
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

Native Language Arts and Native Language Support

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



	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

5. 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, Destinations Math/ELA will be extended to 2nd grade and up so all the ELLs will have access through the internet. Other internet based programs such as Imagine (Special Education) and Destination Math/ELA will be implemented during 2010-2011 school year. As part of our initiative to further align and improve our Social Studies curriculum, Houghton Mifflin Harcourt, new textbooks have been purchased for all grades 3-5. 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, Jazz, Hip Hop, 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.

6. Students that become proficient in the NYSESLAT are placed in monolingual classrooms and they will receive additional ESL services or

support 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.

7. 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, Acuity Predictive Assessments, NYSESLAT, ELL Interim Assessments, NYS ELA and NYS Math, NYS ELE, NYSESLAT, TCRWP Assessments, and individual teacher 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.

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8. The programs that we have discontinued due to budget constraints have been our AIS providers for Foundations and Wilson. These teachers have been placed back into the classrooms. Teachers that have been trained to use Foundations and Wilson will continue to use during extended day or used in groupings during the school day as the need arises.

9. All programs are offered our ELLs for the Title I Afterschool program for grades 1-5, as well as the ELL Saturday Academy targeted to the ELLs only for grade K-5. All extra curricular activities include the classes as a whole so no one ELL is left out of any of the programs that are provided.

10. The instructional materials that are used to support our ELLs for ESL: Treasures (CORE) and Rigby "On Our Way to English" which is used for the ESL/ELA (SUPPLEMENTAL). Triumphs is another supplemental 'at-risk' program our classroom teachers have to support students. 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.

Our plan for the 32 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 by the inquiry-based teams, which we have integrated throughout the grades, for a successful transition into the mainstream classrooms.

We have identified 6 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 provide support for the targeted students. These students are no longer exempt from taking city/state tests. Based on formal assessments, all of the above mentioned students continue to improvement. Teachers use Running Records and the Treasures program to monitor for progress. Continue with our Bilingual and ESL daytime instructional program, which emphasizes on listening and speaking in English. Small group/differentiated instructions in the classrooms will continue to provide the intervention our students need due to budget constraints.

The language goals of students with IEPs state that students will acquire language proficiency through TBE/ESL methodologies. Running Records, Interim Assessment, EDL (Evaluacion del desarrollo de la lectura) for students with an IEP in Bilingual classes are used for differentiated instruction. Teacher assessments, portfolios, and Treasures unit assessments are all formal and informal assessments the school

to identify the strengths and needs. Through direct observation and through several assessment tools. 23 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 PPT (Pupil Personnel Team), School Leadership Team, Study groups, Inquiry-based and Cabinet meetings to update any and all information regarding our student body. In these meetings teachers are invited to attend if the need arises and teachers are constantly collaborating with one another to identify and provide the needs of the students.

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.

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, Destinations Math/ELA will be extended to 2nd grade and up so all the ELLs will have access through the internet. Other internet based programs such as Imagine (Special Education) and Destination Math/ELA will be implemented during 2010-2011 school year. As part of our initiative to further align and improve our Social Studies curriculum, Houghton Mifflin Harcourt, new textbooks have been purchased for all grades 3-5. These textbooks are aligned to the New York City Performance Standards.

11. 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 Treasures Program. 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 "Treasures" program which teachers have started to initiate and will be used as the core. The Rigby "On Our Way to English" libraries and TC libraries as well (English/Spanish) will be used as a supplemental. For our 3-5th grade classes we have purchased textbooks to align with the Social Studies curriculum and the Social Studies curriculum that we adopted last year (leveled libraries) will be used to support the S.S. curriculum. 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 as well as general education students with supplemental instruction 2 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 1-5th grade ELL students, approximately 100 students, in our school. There will also be a Saturday Academy for our ELLs from 9-12pm from grades Kindergarten thru 5th. 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 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 CFN and BETAC with regards to our ELLS and latest research.

12. All required services and resources are aligned with the age and grade appropriate materials however, some materials might not be as aligned then teachers are to differentiate according to the needs of the students.

13. Newly enrolleds students are paired up with buddies during the school day. The PTA and/or parent coordinators that set-up weekend workshops for parents as well as students to attend to better immerse themselves in the community. They are also afforded a meet and greet with teachers at their first attendace day so as to lower their affective filters.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here

1. 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/ELL Inquiry Team(All year long)
- Planning for all Teachers with regards to Treasures(All year long)
- NYSESLAT, ELA, as well as Running Records Data for Evaluation and Analysis
- Workshops provided by the CFN, BETAC, SABE, NABE and other associations relating to ELLs are recommended for teachers to attend throughout the school year

2. Staffs members are supported by the literacy coaches as well as being sent to professional developments to further their knowledge of ELLs. The CFN 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.

3. 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 CFN to meet the requirements. The agendas and attendance sheets are maintained to keep track of hours fulfilled.

E. Parental Involvement

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

Paste response to questions 1-4 here

1. 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 2010-2011, 40 % of our ELL parents requested Bilingual and 60% requested ESL. About 59% of the parents chose to let their child(ren) remain in Bilingual. However, 41% of those parents wanted their child(ren) in the ESL program. The previous years are we have more parents requesting bilingual. There is a 15% decrease. 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.

2. 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.

3. 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.

4. The PTA and parent coordinator create workshops along the lines of the concerns that parents have brought. We provide workshops based on th needs of parents.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	20	10	4	8	5	4								51
Intermediate(I)	10	1	23	10	10	1								55
Advanced (A)	0	8	4	14	10	14								50
Total	30	19	31	32	25	19	0	0	0	0	0	0	0	156

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	0	1	1	1	3								
	I	11	4	2	2	1	2							
	A	17	11	16	15	14	10							
	P	2	3	12	14	9	114							
READING/ WRITING	B	19	10	3	10	5	3							
	I	11	1	21	8	10	2							
	A	0	4	4	14	10	8							
	P	0	4	3	0	0	16							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	38	25	14	5	82
4	14	33	33	0	80
5	13	29	23	3	68
6					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
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	5	16	26	9	18	2	7	0	83
4	4	2	18	16	18	2	25	0	85
5	1	5	14	1	28	0	22	0	71
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	0	4	4	5	23	9	34	1	80
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	
5	4	2	4	1	42	0	14	0	67
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

jump from 67% in Spring 2009 to 84% in Spring 2010. In addition, we have met our safe harbor 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 professional development with our new curriculum Treasures. Many of our teachers attend in house inquiry and planning sessions to increase effectiveness in the classrooms. 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 their Literacy Blocks. 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. Triumphs and small group instructions. This year we have added other intervention programs using technology, AWARDS and Destinations for our ELLs and Special Education students both self contained and CTT classes. Our classroom teachers will continually differentiate and create groupings in the classroom to provide support for the ‘at-risk’ students as well intervention. Due to the lack of funds for AIS, we have created a 6th prep, where teachers across grades are meeting to look at data and to better target their population of need, this will also address the 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 as well as extended day and a Saturday Academy only targeting ELLs.

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 Running Records 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 as well as the Rigby. 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.

2. 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. Reading and Writing will continue to be worked so that students can become as proficient as possible and with the inquiry groups we created last year most of our ELLs met their 20 points gain. However, we cannot forget the listening and speaking modalities. 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 and have made great improvements.

We have 32 students that passed the NYSESLAT this year. The modality that still needs to improvement is writing. 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, however, this might not happen for 2010-2011 due to budget constraints.

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.

3. 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 Treasures to all students during school day.
- The classroom teacher who will provide 'at-risk', small group intervention to the below grade level students.
- An additional ESL teacher is hired to provide instruction in the classroom for the 3rd grade 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
- An ELL Inquiry Team is set up to analyze curriculum and data to 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 an across the 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. 3rd to 5th 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 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.

4. 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.

ELA and Math Assessments

A total of 97 ELLs took the ELA in grades 3 to 5. Our students did not meet the AMO by 7 points. In grade 3, 18 of them scored a level 1's, 7 of these students are level 2's, 4 level 3's and 3 level 4's. In 4th grade, 14 of them are a level 1's and 14 level 2's, 4 level 3's. In 5th grade 2 scored a level 1, 12 scored level 2's, 7 scored level 3's and 1 scored a level 4. Analysis of our ELL population shows an increase of 4% in level 4's in 2009-2010 from no level 4 in 2008-2009. The percent of level 1's increased from 2008-2009 of 15% to 45% in 2009-2010. The percentage of level 2's also went down from 46% in 2008-2009 to 35% in 2009-2010. The percentage of level 3 also went from 39% in 2008-2009 to 16% in 2009-2010. However, with a closer look at individual grade levels there is a steady increases 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 105 ELLs who took the test in English. In 3rd grade, 15 scored a level 1, 12 scored a level 2, 3 scored a level 3, and 3 scored a level 4. In 4th grade, 4 scored a level 1, 17 scored a level 2, 6 scored a level 3 and 3 scored a level 4. In Grade 5th, 8 scored a level 1, 1 scored a level 2, 7 scored a level 3 and 8 scored a level 4. An area that we have been continuously improving in Mathematics has dropped this year. Over the past 3 years we have moved from 84% (2007) to 88% (2008), 94% (2009) and decreased by 42% to 52.2% in (2010). All grades growth with the exception of 3rd grade the percentage of level 3 and 4 decreased drastically. For 2010 school year, 32% of our 3rd graders met levels 3 & 4 which is a 64% decrease as compared to 2009. 53% of our 4th graders meet levels 3 & 4. Overall the 3rd and 4th graders decreased more than 30% per grade. Special Education students decreased by 71% at levels 3 and 4 (88%) in 2009 as compared to 2010 (17%). This is an area of concern that we will be monitoring in our Inquiry groups as well.

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%). In 2009 63% were at levels 3 & 4. For 2010, 84% of our 4th graders at levels 3 & 4, which is an increase of 17%.

Social Studies

As for Social Studies, we have been making very positive gains over the past 3 years. In 2008 (78%) and 2009 (92%). For 2010, 96% of our student population achieved a level 3 and 4. 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. 24 students were tested in 2010 in the third grade and 19 students were tested in the 4th grade and 6 in the 5th grade. 10 students scored at the 90 percentile, 8 scored at 80 percentile, 10 scored at 70 percentile, 10 scored at 60 percentile, 4 scored 50 percentile, 4 scored at 40 percentile, 2 scored 30 percentile, and 1 scored below 10 percentile.

5. N/A

6. 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 0 SIFE students in our school.

We have identified 141 of our ELLs as students who have been here less than three years, 32 are between 4-6 years, and 6 as long-term ELLs. Based on their HLIS program their first language was Spanish or Chinese. 59% of these parents chose TBE after the parent orientation and 41% of parents chose the Freestanding ESL program after the parent orientation as well. 99% of our ELL population took the NYSESLAT exam. PS 116 is currently teaching content-area in the NLA. For ESL we are using Treasures and Rigby "On Our Way to English" as a supplement. 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 Treasures as well as Rigby “On Our Way to English” as a supplement. The ESL teacher provides Guided Reading and Shared reading in the classrooms while they push in and/or pull-out – 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 Treasures, On Our Way to English (Rigby), as a supplement / 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.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		

	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

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:	\$580,332	\$77,813	\$580,332
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$ 5,804		
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:	\$29,050		
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:	\$58,033		
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 predictive 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, and Math 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 83rd precinct for parents and students;
 - m. Parenting skills workshops in 8 week sessions with recommended activities, *Total Transformation Program*
 - 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. Homebase (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 giveaways were provided.
 - s. New Parent and Student Orientation- new parents received information on discipline and dress code. Light breakfast and raffle were provided.
 - t. A join collaboration with P.S 376 on the Motherhood Initiative for 8 sessions inviting mothers, grandmothers, female guardians that has and is making a difference in the life of a child. CBOs will provide homework helps workshop and other activities will be provided by our staff.
 - u. A join collaboration with P.S 376 on the Fatherhood Initiative for 6 sessions 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
 - v. 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.
 - w. P.S. 116 will invest in the Cool Culture program for K students.
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, FUNdations, 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, who 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 **2010-2011**. The School will distribute this policy to all parents participating Title I, Part A children on or before **June 14, 2009**.

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 School-wide 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. School-wide 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:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - 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.
 - 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 attend workshops; CFN 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. CFN 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, Acuity, 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.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

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

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

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

are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source	Program Funds Are “Conceptually” ¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of
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¹ **Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

² **Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

	<i>(i.e., Federal, State, or Local)</i>	in the Schoolwide Program (✓)			<i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	Yes				✓	17, 20,23,25,27
Title I, Part A (ARRA)	Federal	Yes				✓	17, 20,23,25,27
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						