



P.S. 116
THE MARY LINDLEY MURRAY SCHOOL

2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 02M116
ADDRESS: 210 EAST 33RD STREET, NY, NY 10016
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 02M116 **SCHOOL NAME:** The Mary Lindley Murray School

SCHOOL ADDRESS: 210 East 33rd Street, New York, NY 10016

SCHOOL TELEPHONE: (212) 685-4366 **FAX:** (212) 696-1009

SCHOOL CONTACT PERSON: Jane Hsu (Principal) **EMAIL ADDRESS:** jhsu@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Suzanne Maltz

PRINCIPAL: Jane Hsu

UFT CHAPTER LEADER: Andrea LaRocca

PARENTS' ASSOCIATION PRESIDENT: Sarah Browne / Randi Strudler

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 02 **CHILDREN FIRST NETWORK (CFN):** 203

NETWORK LEADER: Dan Feigelson

SUPERINTENDENT: Daria Rigney

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 member 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/NR/ronlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

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
Jane Hsu	*Principal	
Andrea LaRocca	*UFT Chapter Chairperson or Designee	
Sarah Browne	*PA/PTA President or Designated Co-President	
Randi Strudler	*PA/PTA President or Designated Co-President	
Suzanne Maltz	Parent / Chairperson	
Bari Fischer	Parent	
Diana Florence	Parent	
Iris Koch	Parent	
Monisha Nariani	Parent	
Michelle Berkovitz	Teacher	
Rachel Krisbergh	Teacher	
David McGreevy	Teacher	
Amanda Morris	Teacher	
Peggy Tsue	Teacher	

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

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.

School Vision and Mission

Our school, P.S. 116, is a community of learners in which all children are encouraged to achieve high academic standards and social success, to enjoy learning, to celebrate diversity, to develop analytical skills, and to model exemplary behavior. We empower our students to take responsibility for their own learning by recognizing that effort leads to academic success. They are active participants and every child has a responsibility not just to perform a task, but to do it to the best of her or his ability. We emphasize the basic virtues of respect, compassion, perseverance, honesty, and commitment to character building.

In order for children to excel, they require an environment that encourages them to take risks in their learning. All members of P.S. 116's community work together to create a nurturing environment so that students can take risks without anxiety, can think critically, can ask questions about their learning and their world, and can celebrate each other's successes.

P.S. 116's vision of a community of learners extends beyond the classroom community to encompass the grade and the school as a whole. We recognize that children learn a tremendous amount from their peers as well as by working with younger or older children. Therefore, teachers not only promote relationships among classes on the grade level, but also forge bonds across the grades. In addition, P.S. 116 strengthens respect for community by involving children's extended families, members of the neighborhood, and the broader community in school activities. Our families play a vital role by supporting their children's endeavors and by actively supporting the school's mission.

The foundation of academic instruction from kindergarten through fifth grade at P.S. 116 is a standards-based integrated curriculum, designed by our teachers, staff developers, and administrators. In-depth units of study occur in classrooms for sufficient amounts of time to ensure that all children master the content and internalize the material. During a unit, we study the core curriculum, which includes language arts, math, science, and social studies. We infuse into the core curriculum the specialty areas of art, music, dance/movement, storytelling, drama, computer technology, and physical education. Our faculty recognizes that children are unique learners and, therefore, our teaching styles encompass all modes of learning.

P.S. 116's emphasis on a standards based integrated curriculum taught through a variety of modes, combined with the creation of a supportive environment and our vision of community, empowers P.S. 116's students to excel and go forth and become life-long learners.

Contextual Information

P.S. 116, built in 1925, later underwent renovations in 1962, when crews demolished a large portion of the East 32nd Street area to make way for a large outside playground. Builders erected a new three-story building on East 33rd Street, which includes a gym, a kitchen, and a lunchroom. Recently, new windows were installed, as well as a new roof. The school derives its name from the celebrated Mary Lindley Murray of Revolutionary War fame, who detained General Howe and his troops long enough for George Washington's troops to escape. Our school zoning boundaries go from the North side of 25th Street to the South side of 43rd Street, from the East side of Fifth Avenue to the East River.

P.S. 116 is located in the Murray Hill section of Manhattan; a unique residential enclave nestled in Manhattan just south of Grand Central Terminal. The neighborhood has undergone a residential renaissance within the past 10 years. In addition, the reputation of the school has grown to the point where families choose to live in the neighborhood so their children can attend the school. The result has been a recent upward trend in lower grade enrollment, putting tremendous strain on the school's capacity.

P.S. 116 strives to meet the needs of students who come from a wide range of socio-economic backgrounds and a variety of academic and social experiences. We are a zoned neighborhood school, yet also accept students from outside our neighborhood who are enrolled in our special education (self-contained and Collaborative Team Teaching classes) and gifted programs. We are different than some of our peer schools in that we work with a large number of students who live in the nearby temporary housing facility, as well as with children of diplomats. Due to the circumstances of these two types of families, it is not unlikely that students from either group may attend our school for short periods of time before relocating. However, no matter how long (or short) a child might be enrolled at P.S. 116, we are committed to helping that student make progress in all areas.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. 116 Mary Lindley Murray								
District:	2	DBN:	02M116	School BEDS Code:	310200010116				
DEMOGRAPHICS									
Grades Served:	Pre-K		3	√	7		11		
	K	√	4	√	8		12		
	1	√	5	√	9		Ungraded	√	
	2	√	6		10				
Enrollment	<i>(As of October 31)</i>			Attendance - % of days students attended :					
	2007-08	2008-09	2009-10	<i>(As of June 30)</i>			2007-08	2008-09	2009-10
Pre-K	18	0	0				95.0	95.5	TBD
Kindergarten	155	150	132	Student Stability - % of Enrollment :					
Grade 1	140	149	140	<i>(As of June 30)</i>			2007-08	2008-09	2009-10
Grade 2	121	136	140				95.1	94.9	TBD
Grade 3	109	127	132	Poverty Rate - % of Enrollment :					
Grade 4	107	109	123	<i>(As of October 31)</i>			2007-08	2008-09	2009-10
Grade 5	133	109	100				20.2	18.4	29.0
Grade 6	0	0	0	Students in Temporary Housing - Total Number :					
Grade 7	0	0	0	<i>(As of June 30)</i>			2007-08	2008-09	2009-10
Grade 8	0	0	0				1	21	TBD
Grade 9	0	0	0	Recent Immigrants - Total Number :					
Grade 10	0	0	0	<i>(As of October 31)</i>			2007-08	2008-09	2009-10
Grade 11	0	0	0				1	2	2
Grade 12	0	0	0	Special Education Enrollment:					
Ungraded	11	2	21	<i>(As of October 31)</i>			2007-08	2008-09	2009-10
Total	794	782	788						
				Suspensions (OSYD Reporting) - Total Number:					
	2007-08	2008-09	2009-10	<i>(As of June 30)</i>			2007-08	2008-09	2009-10
# in Self-Contained Classes	3	9	8	Principal Suspensions			25	7	TBD
# in Collaborative Team Teaching (CTT) Classes	25	37	46	Superintendent Suspensions			3	0	TBD
Number all others	33	44	40	Special High School Programs - Total Number:					
<i>These students are included in the enrollment information above.</i>				<i>(As of October 31)</i>			2007-08	2008-09	2009-10
English Language Learners (ELL) Enrollment:				CTE Program Participants			0	0	0
<i>(BESIS Survey)</i>				Early College HS Program Participants			0	0	0
<i>(As of October 31)</i>				Number of Staff - Includes all full-time staff:					
# in Transitional Bilingual Classes	0	0	0	<i>(As of October 31)</i>			2007-08	2008-09	2009-10
# in Dual Lang. Programs	0	0	0						
# receiving ESL services only	49	47	40	Number of Teachers			49	52	TBD

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	3	3	Number of Administrators and Other Professionals	10	11	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	1	3	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	57.1	59.6	TBD
				% more than 5 years teaching anywhere	36.7	36.5	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)	92.0	85.0	TBD
American Indian or Alaska Native	0.6	0.9	0.6		98.1	98.4	TBD
Black or African American	11.8	11.6	10.5				
Hispanic or Latino	21.7	20.6	17.9				
Asian or Native Hawaiian/Other Pacific Isl.	20.9	19.4	20.2				
White	45.0	45.7	46.3				
Male	46.4	47.2	49.6				
Female	53.6	52.8	50.4				
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/Diferentiated 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						

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area AYP Outcomes:		
Elementary/Middle Level		Secondary Level
ELA:	√	ELA:
Math:	√	Math:
Science:	√	Graduation Rate:

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native	-	-					
Black or African American	√	√	-				
Hispanic or Latino	√	√	-				
Asian or Native Hawaiian/Other Pacific Islander	√	√	-				
White	√	√					
Multiracial	-	-	-				
Students with Disabilities	√	√	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	7	7	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade:	A	Overall Evaluation:	√
Overall Score:	89.8	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	√
School Environment:	8.6	Quality Statement 2: Plan and Set Goals	√
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals	√
School Performance:	23	Quality Statement 4: Align Capacity Building to Goals	√
<i>(Comprises 25% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise	√
Student Progress:	57.4		
<i>(Comprises 60% of the Overall Score)</i>			
Additional Credit:	0.8		

KEY: AYP STATUS

√ = Made AYP
 √^{SH} = Made AYP Using Safe Harbor Target
 X = Did Not Make AYP
 - = Insufficient Number of Students to Determine AYP Status

KEY: PROGRESS REPORT DATA

NR = Data Not Reported

KEY: QUALITY REVIEW SCORE

Δ = Underdeveloped
 ► = Underdeveloped with Proficient Features
 √ = Proficient
 W = Well Developed
 ◊ = Outstanding
 NR = No Review Required

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

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

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

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/Teacher 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 your school's 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?
-

Our school's NCLB/SED and DOE accountability status is in good standing.

A review of our school's longitudinal performance data dating back to 2000 has indicated that P.S. 116's overall performance as a school has grown dramatically in all subject areas over the past 10 years. This increase in student performance has been acknowledged by both the New York City Department of Education and New York State Education Department. In addition, for the past 5 years P.S. 116 has served as a mentor school for other schools in both mathematics and literacy, and New York State has consistently recognized P.S. 116 with awards for "Closing the Achievement Gap." Furthermore, delegations from other nations such as Singapore and Sweden have requested access to P.S. 116 in order to observe the teaching and learning occurring in our classrooms so that they can better understand ways to improve the pedagogy occurring in the classrooms in their countries. We attribute these successes to the following:

Dedicated, Collaborative Community

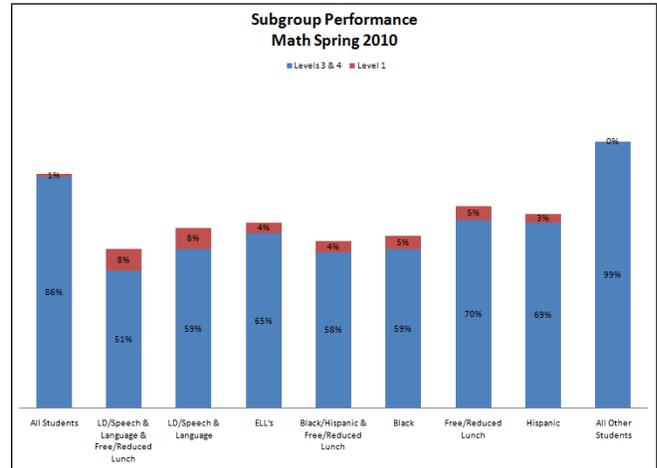
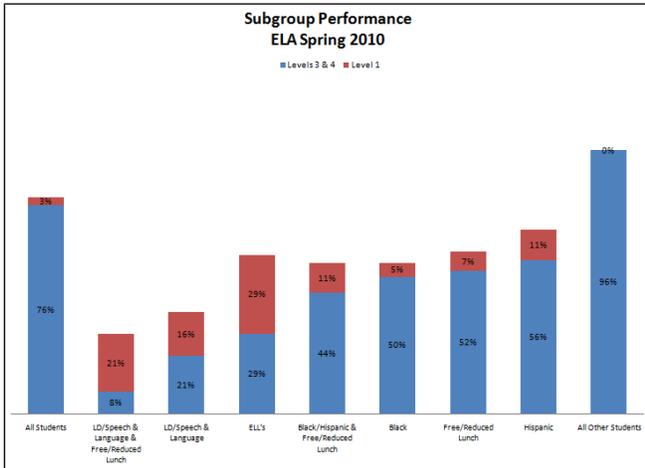
The collaboration amongst all staff members, including classroom, specialty, intervention teachers, related service providers, and administration, is one to be admired. The collaboration between the school leaders sets a tone and expectation of collegiality in the building. Collaborating with colleagues supports our reflection, and helps strengthen our practice. Teachers work closely together, both within and across grade levels, and rely on one another for ideas, support, and content knowledge. This is a direct result of the example set by the administration, and the culture that they have worked so hard to create and nourish. Every member of the P.S. 116 staff is unconditionally dedicated to the students of P.S. 116, and is committed to helping each child make gains. Our school community represents a strong partnership amongst families, teachers, staff, and administration. The school environment focuses on supporting the whole child — academically, socially, and emotionally. The structures we put into place — such as mainstreaming and mixing of classes — promotes the expectation for everyone to recognize that, despite the various programs housed within our building, we are one school, one community. Each child is the responsibility of each of us, not just the classroom teacher.

School-wide Commitment to Professional Development

The culture of our school is centered around professional development, where faculty and school leaders continually reflect on the most up-to-date teaching trends and methodologies. Our faculty and school leaders are provided with ongoing opportunities for professional development and resources to support their growth, through conferences, workshops, on-site staff development, and inter-visitations with colleagues. We are unique in that we are one of very few elementary schools to have two full-time in-house math staff developers, who provide deeply contextualized, daily embedded professional development. We also have with school leaders

who are knowledgeable in the content and pedagogy of mathematics, and are well versed in the curriculum the school uses. In addition, several times across a year, our school serves as a lab site for educators to observe our teachers' pedagogy in mathematics, literacy, and special education. Hosting visitors benefits both the visiting educators and the P.S. 116 community. As the P.S. 116 staff recognizes and believes that continuous learning will ultimately benefit not only ourselves, but our students, each visit provides staff members with valuable opportunities to reflect on their teaching practices. We are fortunate that our families are also committed to ongoing professional development, and willingly invest in helping us sustain our learning community.

All that being said, a careful analysis of the results on the 2010 New York State exams was conducted in order to better understand the school's drop in performance from 2009. The charts below represent a summary of that analysis, specifically the performance of various student subgroups on the 2010 New York State exams:



Source: NYSTART

Based on this data, we have identified the following significant trends:

- Many of our school's subgroups are struggling to reach the achievement levels of the general population, particularly our ESL and special education students.
- As subgroups, all groups perform better in mathematics than in ELA, with special education and ELL students performing significantly better.

Further analysis is required and will be conducted in order to better understand the specific reasons for these trends. However, that will not serve as a deterrent in the school's attempts to address this disparity in student performance.

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 2010-11 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, Persistently Lowest-Achieving (PLA), 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 be aligned to the school's annual goals described in this section.

Based on our needs assessment, it is clear that if P.S. 116 is to ensure growth in performance and success for all students, and to ensure that all students make adequate yearly progress, the teaching staff must continue to improve its ability to use ongoing assessment data to plan for and implement differentiated instruction with a heightened awareness of the needs of our special education and ELL populations.

Therefore, our school's instructional goals for 2010-11 are as follows:

1. Further improve differentiated instruction based on the goals set for individual students, including small-group instruction.
2. Raise the level of performance of our ELL and special education population in both reading and math.
3. Improve parent outreach to families in order to create a stronger home-school connection.

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 2010-11 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, PLA, 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): # 1: Differentiated Instruction

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Further improve differentiated instruction based on the goals set for individual students, including small-group instruction.</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"> • Use benchmarks created from units of study to identify possible goals for students • Use data collection systems to identify specific goals for individual students • Partner teachers for inter-visitations to see best practice in differentiated instruction • Plan collaboratively around students with similar goals • Provide professional development on structures and strategies to differentiate instruction • Expand work with outside mathematics consultant to design differentiated mini-lessons that help students develop specific computation strategies and deepen conceptual understanding of important, age appropriate, mathematical concepts. • Organize 37½-minutes grouped to facilitate targeted instruction • Cross-communication amongst staff who work with teachers
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • TL DRA Stabilization allocation used to pay for 2 full-time math staff developers, additional reading intervention teacher • Fair Student Funding allocation
<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"> • Review of small-group plans for students with similar goals • Interim assessments • Formal/informal observation by administration

Subject/Area (where relevant): #2: Literacy and Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> • Raise the level of performance of our ELL and special education population in both reading and math.
<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"> • Target ELL and special education students as part of the school’s collaborative inquiry groups • Invite targeted students to participate in the school’s extended time sessions (37½- minutes) • Provide Extended Day and Saturday Academy programs for targeted population • Focus work with outside special education consultant and in-school speech therapists to expand the repertoire of teaching strategies for students classified as “learning disabled” or “speech and language impaired” • Increase the number of teachers trained in specialized reading programs (Wilson, Foundations, etc) • Work with our ESL teacher to provide a series of workshops for teachers around the specific needs of ELL’s and ways to differentiate instruction for ELL’s and how to weave ESL teaching strategies into existing lessons
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> • TL One-time Allocation used to pay for reading, writing, and math consultants
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Collaborative Inquiry Assessments measuring progress towards inquiry goals. • Results on NYS exams (ELA, Mathematics, NYSESLAT) • Regular review of TCRWP reading and writing assessments including reading levels and “on-demand” writing samples. • Teachers’ informal assessment data • Formal/informal observations by administration

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

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: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

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

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	37	37	N/A	N/A	3			
1	45	45	N/A	N/A	3			1
2	40	40	N/A	N/A	3			3
3	36	36	N/A	N/A			1	1
4	38	38			1		1	2
5	35	35						1
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 ECLAS 2 or other 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:	Small-group work during 37½-minute extended time session Pull-out 1-to-1 work during school (Reading Recovery) Push-in and pull-out small-group work during the regular school day
Mathematics:	Small-group work during 37½-minute extended time session Small-group work during after-school extended day and Saturday Academy Push-in 1-on-1 work during school
Science:	Small-group work during 37½-minute extended time session
Social Studies:	Small-group work during 37½-minute extended time session Push-in and pull-out small-group work during the regular school day
At-risk Services Provided by the Guidance Counselor:	Individual and group counseling
At-risk Services Provided by the School Psychologist:	None
At-risk Services Provided by the Social Worker:	Individual and group counseling
At-risk Health-related Services:	Open Airways Asthma program

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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.

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.

Section III. Title III Budget

School: 02M116 BEDS Code: 310200010116

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	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	Books of the Month, books on tape, headphones, leveled books, MP3 players, subscription to online reading sites, and subscription to children’s magazines.
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		
TOTAL		

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

Please note the following minor changes to last year's plan:

NUMBER OF LEP STUDENTS CHOSEN (INCLUDES FORMER ELLs)

<u>Third Grade</u>	<u>Fourth Grade</u>	<u>Fifth Grade</u>
16	4	7

Time of instruction: 3 hours a week

Start of program: January 4, 2011

End of program: April 28, 2011

PROFESSIONAL DEVELOPMENT PROGRAM

Professional Development Start Date: March 1, 2011

Professional Development End Date: May 31, 2011

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.

Our needs assessment, based on the Home Language Survey, indicates that the vast majority of interpretation services needed are for Spanish-speaking families.

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.

Parents are informed through class and school newsletters that our Parent Coordinator serves as a Spanish translator. In addition, our school's website translates everything into 24 languages. Therefore, notification on all important school events and information are provided to families in a timely basis.

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.

Letters are translated into Spanish through our Parent Coordinator and the DOE Translation and Interpretation Unit.

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 services are provided by our Parent Coordinator, staff members, and parent volunteers.

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>.

Parents in the school whose primary language is a covered language and who require language assistance are provided a copy of the Bill of Parent Rights and Responsibilities. In addition, they are informed that all school policies, procedures, and calendar of events are posted on our school website, which can be translated into 24 languages. A sign indicating that translation services are available is posted outside the main office.

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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:			
2. Enter the anticipated 1% set-aside for Parent Involvement:			
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: _____

6. 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.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - 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.

3. Instruction by highly qualified staff.
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.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
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.
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.
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.
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.

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 <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of 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						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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.

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.

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, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

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. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
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. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

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

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).

6 students currently reside in temporary housing at Icahn House East.
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

At-risk counseling, extended day instruction.
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 your Children First Network

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

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 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 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 116 Mary Lindley Murray					
District:	2	DBN:	02M116	School		310200010116

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		95.0	95.5	95.4
Kindergarten	150	132	121				
Grade 1	149	140	130	Student Stability - % of Enrollment:			
Grade 2	136	140	144	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	127	132	138		95.1	94.9	95.3
Grade 4	109	123	126				
Grade 5	109	100	115	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		20.2	29.0	29.9
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		1	21	19
Grade 12	0	0	0				
Ungraded	2	21	11	Recent Immigrants - Total Number:			
Total	782	788	785	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					1	2	2

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	9	8	8	Principal Suspensions	25	7	15
# in Collaborative Team Teaching (CTT) Classes	37	46	59	Superintendent Suspensions	3	0	0
Number all others	44	40	39				

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	0	0	TBD	Number of Teachers	49	52	58
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	10	11	7
# receiving ESL services only	47	40	TBD				
# ELLs with IEPs	3	3	TBD	Number of Educational Paraprofessionals	1	3	4

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	100.0
				% more than 2 years teaching in this school	57.1	59.6	75.9
				% more than 5 years teaching anywhere	36.7	36.5	39.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	92.0	85.0	86.2
American Indian or Alaska Native	0.9	0.6	1.1	% core classes taught by "highly qualified" teachers	98.1	98.4	98.1
Black or African American	11.6	10.5	10.8				
Hispanic or Latino	20.6	17.9	18.5				
Asian or Native Hawaiian/Other Pacific	19.4	20.2	19.5				
White	45.7	46.3	47.0				
Male	47.2	49.6	49.3				
Female	52.8	50.4	50.7				

2009-10 TITLE I STATUS

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

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:

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

American Indian or Alaska Native	-	-	-				
Black or African American	v	v	-				
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	v	v	-				
White	v	v					
Multiracial	-	-	-				
Students with Disabilities	v	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	7	7	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	51.3	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	8.2	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	14.3	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	23.3						
<i>(Comprises 60% of the</i>							
Additional Credit:	5.5						

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 203	District 02	School Number 116	School Name P.S. 116 (02M116)
Principal Jane Hsu		Assistant Principal Gary Shevell	
Coach N/A		Coach N/A	
Teacher/Subject Area Anne McGuire/ESL		Guidance Counselor Melody Pierre	
Teacher/Subject Area Kelly Holt/1st Grade		Parent type here	
Teacher/Subject Area Doris Cheng/4th Grade		Parent Coordinator Vicky Ritter	
Related Service Provider Razel Lefkowitz/SETTS		Other type here	
Network Leader Dan Feigelson		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	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	793	Total Number of ELLs	52	ELLs as Share of Total Student Population (%)	6.56%
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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.

1. During registration, our ESL certified teacher, Anne McGuire is responsible for conducting the initial screening. Staff members in the school speak French, Chinese, Korean, Spanish, German; they provide translation when needed. The ESL teacher conducts informal interviews with parents and students to ensure that HLISs, available in multiple languages, are completed accurately. The HLIS are given to parents of students entering the DOE system for the first time in their native language when available. Oral translations are available based on needs. LAB-R eligibilities are determined by the results of the HLIS. If a student is entitled for LAB-R testing, the ESL teacher administers the assessment. For students who do not meet the cutscore, and if their home language is Spanish, they are given the Spanish LAB. Students who meet the LAB-R cutscores are not entitled for services and they receive Non-Entitlement Letters. Students who are identified as ELLs receive Entitlement Letters informing parents of entitlement and also inviting them to a parent orientation. During the Parent Orientation, parents watch the video provided by the DOE and are informed of the different programs available in the Department of Education: Transitional Bilingual Education, Dual Language and ESL. They have the opportunity to ask questions. Materials are distributed in different languages. At the end of the parent orientation, the Parent Survey and Program Selection Forms are distributed and explained to the parents; they are encouraged to fill the form out. For parents who are unable to attend the parent orientation, the ESL teacher contacts the parents to arrange a orientation convenient to them to view the video and complete the forms. For parents who cannot be reached or do not complete the forms after multiple attempts, by default the students are placed in a TBE program. Since our school does not have a TBE program, they are placed in the ESL program. Placement Letters are sent home to parents informing them of the program their child is placed in. For parents who choose a program that the school does not offer, they are given a list of schools that offer such program and are informed of their options to transfer to another school.

Students who are ELLs based on the NYSESLAT receive Continuation Letters informing them of continued services in the program. Students who scored proficient on the NYSESLAT receive Non-Entitlement/Transition Letters informing them of discontinued services. However, these student receive transitional support as well as testing accommodations for two years.

All students are tested with the LAB-R within the first ten days of school. All Parent orientations and letters, in multiple languages, are sent home to parents within the first month of school. Parent Orientations are provided to parents of ELLs as they enter school. At the orientation, parents are provided with information concerning state mandates for ELLs, the ESL curriculum, and their rights regarding the program selections available to ELLs.

Once NYSESLAT results are available for analysis, the ESL teacher sits down with the school's data specialist and principal to review the various metrics being reported and their potential relevance to the school's instructional program.

3. Copies of all letters (entitlement, non-entitlement, continuation, placement) sent to families are kept on file with Ms. McGuire, the ESL teacher. Distribution lists are compared with intake sheets to ensure that all families have received the proper notification. School secretaries work collaboratively with Ms. McGuire to ensure that returned parent surveys and Program Selection Forms are returned and accounted for.

4. Based on a child's results on the LAB-R, students are placed in the appropriate ESL program to their performance level. All families are provided with a personalized copy of Department of Education's ELL placement letter. If the HLIS indicates that the family requires a translated copy of the letter, it is provided. Ms. McGuire, our TESOL certified pedagogue, as well as our Parent Coordinator Vicky Ritter are available to consult with families regarding their choice of ESL program.

5. A quick analysis of parent trends on the Parent Survey and Program Selection indicates that 100% of our ESL families choose to enroll their children in our freestanding ESL program.

6. Based on the parent choice trends on the Parent Survey, the school's language program is in alignment with parent choice and program offerings.

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>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs	2	Newcomers (ELLs receiving service 0-3 years)	48	Special Education
SIFE		ELLs receiving service 4-6 years	4	Long-Term (completed 6 years)
				0

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	48		8	4		1					52
Total	48	0	8	4	0	1	0	0	0		52

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

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														0
Chinese														0

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
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	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
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								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
Native American:	White (Non-Hispanic/Latino):	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	3	4	1	1	3								14
Chinese	1	2		1	1	2								7
Russian	1													1
Bengali	1													1
Urdu														0
Arabic	1	1	1	1		1								5
Haitian														0
French	1	1		1		1								4
Korean	1													1
Punjabi														0
Polish						1								1
Albanian	3													3
Other	5	4	1	3	1	1								15
TOTAL	16	11	6	7	3	9	0	52						

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) We offer one program, freestanding ESL, following the pull-out model, which provides research based ESL strategies and methodologies to meet the needs of our ELLs. The ESL teacher collaborates with classroom teachers to build upon classroom instruction and modify any instruction and assignments, thereby scaffolding classroom work. For students who benefit from native language support, native

language dictionaries and glossaries are available. This empowers students by making classroom work more manageable and comprehensible. The ESL teacher aligns instruction with the classroom teachers' curriculum and units of study. The ESL teacher teaches reading and writing through the balanced literacy approach with small group instruction to target language development, content area knowledge and strategies, along with extensive use of visuals and also provides native language dictionaries and glossaries on hand for additional support.

b) Our ELLs are grouped heterogeneously as well as homogeneously according to their proficiency levels, and they are provided with support based on their classroom curriculum.

2. Beginner and Intermediate students receive 360 minutes of ESL instruction per week. Advanced students receive 180 minutes of ESL instruction per week. At the beginning of the year classroom teachers receive information sessions about ELLs and proficiency levels. At these sessions it is explained how the NYSESLAT data shows the needs of our students in the four modalities, with particular need in reading and writing strategies. All of our students participate in our freestanding, self-contained ESL classes which are taught by a full-time certified ESL teacher. Students are grouped by proficiency levels as well as grade levels. ELLs are presented with differentiated instruction and targeted small group instruction during the school day. During these sessions ELLs are provided with experiences designed specifically to help develop their reading, writing, listening and speaking skills. Various activities will be implemented to guide students in reading. These activities include but are not limited to, shared reading, guided reading, the use of language cards, books on tape, poetry, theme packs, access to picture and foreign language dictionaries, graphic organizers, use of puppets to reenact various texts. Shared writing and interactive writing activities are used to provide scaffolds and strong models for acquiring grade appropriate vocabulary and grammar. Throughout these experiences ELL's participate in cooperative learning groups where optimal scaffolding is provided.

3. Investigations in Number, Data, and Space® is our school's chosen mathematics curriculum. Children engage in the learning of math concepts by using manipulatives so that they may build a strong mathematical foundation. It is our goal to enable all students to become adept at problem solving, to engage in critical thinking, and as a result, come up with strategies that demonstrate their ability to find solutions that work for them. Throughout this process language is developed within the context of mathematics through conversation and written word. In addition, the ESL teacher works closely with classroom teachers to implement strategies that aid in the mathematical language/vocabulary development. The same process occurs in the other subject areas as well (i.e. Science[FOSS] and social studies).

4. a) Although we currently do not have any SIFE students enrolled, our action plan would consist of an after school program for small group ELL instruction. It would also include invitation to participate in the school extended time sessions, participation in the school's 'Power Lunch' program and intervention by our reading specialist.

b) Our focus for students between 0-3 years of ESL instruction is to provide them with salient vocabulary, attention to their receptive skills (listening & reading) as well as introducing basic structures for written and spoken language. Students will be primarily grouped based on proficiency levels. However, Beginner and Intermediate students may be grouped when similar needs arise. Similar hours of mandated instruction afford the opportunity to emphasize heterogeneous groups and differentiated instruction. Higher level students will serve as models for beginner students while they acquire higher levels of academic language. Advanced level students will be grouped together, but instruction will be differentiated within this group as well as determined by need. Kinesthetic learning is practiced, particularly with beginner ELL's. Additionally, high interest activities such as field trips related to class studies, and creative cooperative group projects are used to build student engagement and enrich the language learning process.

c) Our focus for students between 4-6 years is that they are made aware of their strengths and weaknesses as revealed on both the NYSESLAT and through teacher assessment and that they work with both the ESL teacher and classroom teacher to address their specific areas for growth. Trends indicate that this is predominantly reading and writing. They will also continue to receive the at-risk supports offered by the school such as extended day program and an after-school ESL program.

d) We currently do not have long term ELLs in our school, but in the event that we do, these students will be provided with interventions such as small group instruction with a focus on reading and writing. The ESL works collaboratively with the classroom teacher to provide push-in support.

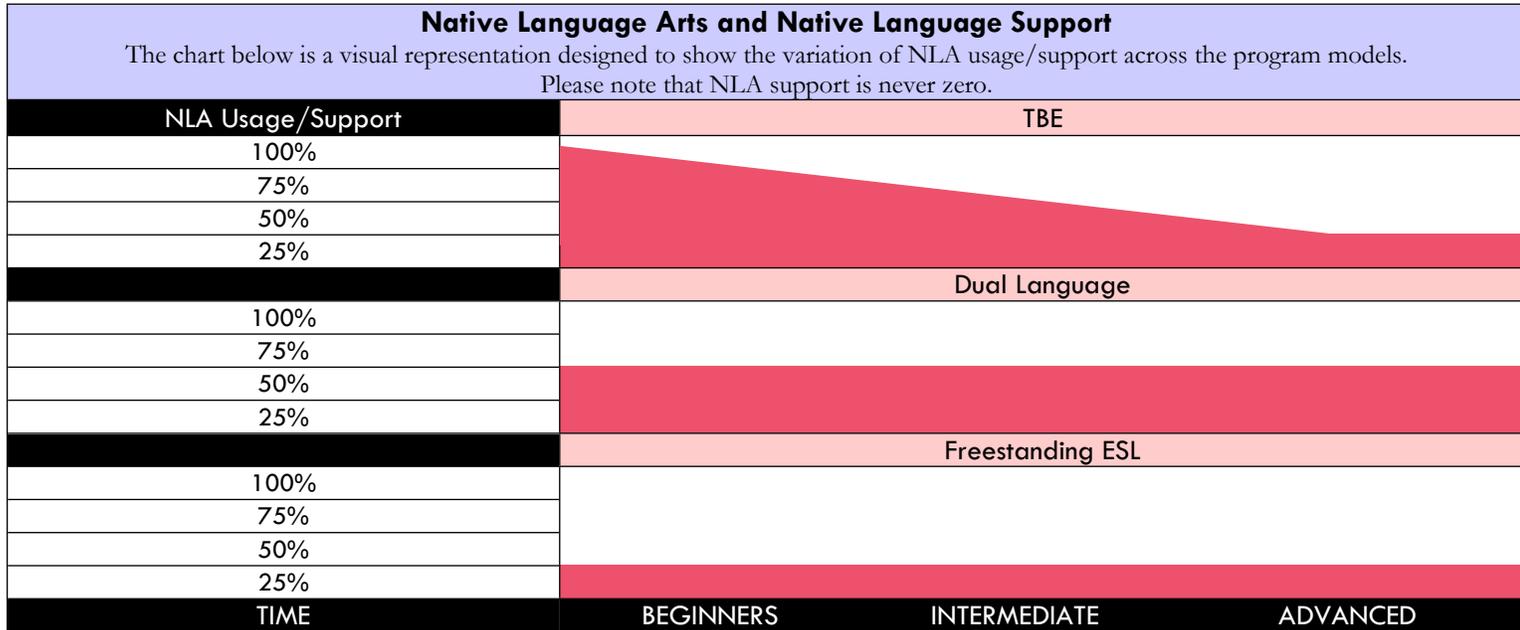
e) Special needs ELL's either receive resource room or full-time special education. Our plan is to provide them with continued differentiated instruction in their classrooms based on the modalities in which they require the most support. In addition, their needs will continue to be addressed using ESL methodologies aligned with the goals stated in their IEP's and any modifications that apply.

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
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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



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. All of our ELLs will be presented with differentiated intervention services during the school day, through guided reading, targeted small group instruction led by our reading specialists, content area (i.e. mathematics) small group instruction and the extended time sessions. We have students who are in full-time special education classrooms as well as those who receive resource room support. Their needs will continue to be addressed using ESL methodologies aligned with the goals stated in their IEP's. These goals are supported with programs such as Wilson, Foundations, Recipe for Reading, Mathematics in the City and Rekenweb.

6. For students who have reached proficiency, we continue to provide them, for two years, with transitional support including testing accommodations and glossaries. We continue to work closely with their classroom teachers to monitor their progress.

7. Based on NYSESLAT results and TC running records, we have discovered that the students' areas of need are in reading comprehension and vocabulary development. To support students in these areas, we are experimenting with computer programs such as Achieve, Imagine Learning and Award Reading.

8. No previously set in place programs aimed at servicing ELLs will be discontinued for the current school year.

9. P.S. 116 LEP students are provided the same support services as all other P.S. 116 students, as necessary, including: counseling, occupational therapy, speech therapy, and physical therapy. These services are provided in English. In addition, P.S. 116 provides the following additional support services for students, which ELL's are invited to participate:

Extended Day Literacy — a 1-hour extra literacy block for students that have been identified as requiring extra support

Extended Day Math — a 1-hour extra math block for students that have been identified as requiring extra support

Saturday Test Prep Academy — A Saturday program designed to provide test taking strategies for New York State Standardized exams.

NY ChessKids - Curriculum chess offered in the classroom

KidsClub - A myriad of after school activities/clubs including Music, Dance, cooking, yoga, arts & crafts, photography, sculpture, robotics, knitting, dance, sports, Mandarin, French, science, puppetry...

Turtle Bay Music Program - An after school music program in which students utilize the Suzuki method for learning string instruments.

All of these services/programs are provided in English and all of our ELLs are invited and encouraged to participate in these programs.

10. All ELL's are afforded the opportunity to participate in a semester of instruction on the use of technology in the school's computer lab. In addition, all classrooms are equipped with either overhead projectors and/or document cameras. ELLs have access to leveled libraries based on Fountas and Pinnell reading levels and participate in a weekly reading buddy program. Books and dictionaries in different languages are provided when needed and realia, functional documents, photographs, visuals, project work, and hands-on manipulatives are all utilized for enrichment of lessons. Classroom teachers have listening centers designated for ELLs, with read along tapes to provide additional support in reading fluency. Computer software programs and small group guided reading target the specific comprehension areas where our ELLs need support. Content area instructional materials are provided to ELLs according to their grade levels, but matching their reading levels. Materials can be presented through multiple mediums such as technology, magazines, books on tape, and newspaper.

11. The ESL teacher and the classroom teachers provide extensive visual materials to support their ELLs, and resources in the native language are available to support students' needs. Resources are available for the students to borrow. Families and ELL students are encouraged to speak in their native languages at home, and the cultures from which our ELL student come from are celebrated in school. We incorporate/enrich lessons with materials that tap into students' home languages and cultures thus bridging the gap between school and home and possible language barriers in order to motivate students. Staff members who speak the same language as a newcomer participate in orientation sessions to acclimate the student to the school environment.

12. In our school the required services and supports corresponds to ELLs ages and grade levels.

13. We provide newly enrolled ELLs and their families the opportunity to meet school administration and to tour the school with our parent coordinator Vicky Ritter. During the tour, Ms. Ritter introduces them to the activities they can have access to our school, including after school/enrichment programs.

14. We do not offer language electives at this time.

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)?

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.

1. Our ESL teacher, Anne McGuire will attend professional development sessions offered by our CFN Network as well as select Teachers College Reading and Writing Program calendar days that specifically address the needs of ELL's. In addition, Ms. McGuire will participate in school based professional study groups and will join select collaborative inquiry teams that look to address the specific needs of English Language Learners. Ms. McGuire will provide staff and teachers with workshops and study groups focusing on ESL strategies and methodologies to ensure that they receive at least 7.5 hours of professional development. Teachers also attend ESL workshops hosted by TC. In addition, all classroom teachers will participate in professional development throughout the year offered by our CFN Network, Teachers College Reading and Writing program, ICT consultant Kristin Goldmonsour and Mathematics in the City.

2. Our "Middle School Liaison" Anne Sammartine works directly with the classroom teachers, ELL's and their families with the transition process from elementary school to middle school. This includes providing support to ELL's and their families as they negotiate through the middle school choice process, giving advice on schools and programs based on the individual needs of each child, and sharing middle school expectations so that students and families know what is expected as they enter middle school.

3. Our ESL teacher will meet regularly and communicate with the classroom teachers on how to integrate instructional strategies to address the needs of the ELL population; specifically for our newcomers, long-term ELL's, and students who have reached proficiency. These meetings will take place during grade level common preparation periods (the 3rd week of every month) as well as after school hours where per session money will be offered (January, February and March). Topics for these meetings and sessions will include the development of academic language in the content areas, the role of fluency in comprehension, and activating prior knowledge to support the development of language in the content areas. In addition, our ESL teachers will work closely with both the classroom teachers and SETTS teacher to address the needs of our ELL/Special Education students. At this time we do not have any SIFE students. Should that change, we would make program and professional development decisions based on their specific needs.

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?

1. There are many ways in which P.S. 116 involves the parent community, including the families of ELL's. In September, all families are invited to attend their child's classroom Curriculum Night. Flyers are sent out in English and languages other than English. During this evening, families are provided with guidance in how to support their child's schoolwork. It also provides an opportunity to explain our approach to teaching literacy and mathematics. Translators and handouts are available in languages other than English; our staff members provide oral and written translations. In addition, all school flyers are available on our school's webpage which can be translated into over 50 languages. For languages that we cannot provide inhouse, we contact the translation unit. Families are also given a copy of our school's standard's

based report card. As we continually refine this reporting system, we become clearer about the expectations we can have for each grade. By having regular conversations with our staff about specific goals for each grade, teachers are better able to explain to families the expectations we hold for their children. This is the eleventh year our school is providing our “Parents as Reading & Math Buddies” program, which takes place every first and third Friday of the month during first period. During this time, parents are encouraged to join their child’s class for a period of reading and math. Depending on the grade, teacher, and the parents’ own comfort levels, they can participate in a variety of ways. They may read to a small group of children or students may read to them. Parents may play a math game with children, or may collaborate with them to solve a problem. No matter how they participate, parents leave with a better understanding of how to help their children at home.

2. The following partnerships with Community Based organizations exist to provide workshops to the families of our ELL students on topics such as health and nutrition, bullying, helping children to become better listeners, organization skills and puberty:

- The Morningside Center for Social Responsibility
- The NYU Child Study Center
- The NYU Food Studies Program

3. The school looks carefully at the results of the NYCDOE’s Learning Environment Survey, which are distributed in the native language, to help evaluate the needs of families. Flyers are sent home in native languages. In addition, the Parent Teachers Association is sensitive to the needs of our ELL parents and continually strives to meet the needs of ELL families, providing translation in the native language as needed. In addition the PTA and School Leadership Team provide regular feedback to the school’s administration on ways to better meet the needs of all families, including those of ELL’s.

4. Results from the NYCDOE’s Learning Environment Survey indicate that families would like more communication from the school with regard to curriculum and policy. As a result, the school continually looks for ways to better inform families. Members of the PTA are actively involved in greeting parents at the door at arrival and dismissal along with the parent coordinator and administration. Family nights, curriculum specific workshops for families, multi-cultural celebrations are all ways in which the school and the PTA is addressing the needs of all parents, including those of our ELL’s.

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)	7	5	1	1		1								15
Intermediate(I)	2	1	3	3	1	3								13
Advanced (A)	7	5	2	3	2	5								24
Total	16	11	6	7	3	9	0	0	0	0	0	0	0	52

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B		1											
	I		2	1	1									
	A		3	2	2		4							
	P		2	1	2	1	4							
READING/ WRITING	B		3											
	I		1	3	3		3							

	A		4	1	2	1	5							
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	2	2		5
4	1	3	2		6
5	2	1			3
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1		2		3		1		7
4			3		4		2		9
5			2		3		2		7
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			2		3		2	1	8
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		1	1		1	2			5
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				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. 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?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments

1. P.S. 116 uses a variety of tools to assess the early skills of ELL's including Fountas and Pinnell and TCRWP assessment. These assessments indicate that the students show a weakness in vocabulary. We match students to reading level books based on these assessments. The data from these assessments generally are in line with NYSESLAT results in that our ELLs are stronger speakers and listeners than they are readers and writers. Data further reveals that our ELL's struggle with the cognitive academic language proficiency and the subtle nuances embedded in the English language that native speakers do not. As a result, the school is focusing more on scaffolding language acquisition strategies into our word study program.

2-4. A review of the reported NYSESLAT 2010 scores of 44 ESL students (not including the students who have graduated and gone on to sixth grade), reveals that fourteen (31.8%) of the students received an overall Proficient score, thereby testing out of NYSESLAT and the ESL program. The proficient scores were evident on all grade levels. For the next two years we will provide testing modifications as ongoing transitional support for these students as we work closely with the classroom teachers to monitor their progress. Four other students with reported scores moved away and were discharged from PS116. Of the remaining twenty-six students who took NYSESLAT and continue receiving ESL services at PS116, we have the following findings:

Comparison of Scale Score Gain between 2009 and 2010:

When calculating Scale Score Gain for students who took the NYSESLAT consecutively in 2009 and again in 2010 and comparing the two years, we see substantial gains. Out of the twelve students who took the NYSESLAT both in 2009 and 2010, ten of the twelve students showed a gain or more than 43 points. In fact, 83.3% showed a gain of 68 points or higher.

Of those twelve who took NYSESLAT '09 and '10, six students (50%) moved up a level: 16.6% went from Beginner to Intermediate, 16.6% went from Beginner to Advanced, and 16.6% went from Intermediate to Advanced. Three students (25%) stayed at Intermediate level with 2 out of 3 showing a gain of 91 points or more, and three students (25%) stayed at Advanced level with 2 out of 3 showing gains of 68 points or more. This data reveals that our students are gaining in proficiency; even those who did not move up to the next level made sizable point gains.

Analysis of NYSESLAT 2010 – in the Four Modalities:

A close analysis of the Spring 2010 NYSESLAT in the four modalities shows the following:

Combined Listening and Speaking Score

Out of the 26 students who took NYSESLAT 2010 but did not test out, 10 of those students (38.4%) received Proficient in the combined Listening and Speaking score. In addition, 11 students (42.3%) received Advanced, 4 out of 26 (15%) received Intermediate, while only 1 out of 26 (3.8%) received Beginner in the combined Listening and Speaking score.

This data reveals that our students are strong listeners and speakers.

Combined Reading and Writing Score

In the combined Reading and Writing score, 13 out of 26 students (50%) received Advanced, 10 out of 26 (38.4%) received Intermediate and 3 out of 26 (11.5%) received a Beginner score. Looking more closely, we see a trend where the lower grades had slightly lower scores in reading while the fourth and fifth grades demonstrated lower scores in writing.

While this section of the data shows that students are demonstrating progress as readers and writers, these two areas – reading and writing - are places for further growth.

Looking at the data from the English Language Arts Test (ELA test), we can see that the majority of our ELLs (42.8%) scored a Level II on the ELA. There were no Level 4's.

On the State Math Test, the majority of our ELLs (43.4%) scored a Level III on Math. There were 5 students who scored a Level 4. This data further illustrates that reading and writing are areas for continued growth with our ELL students.

In regard to how ELLs are faring in tests taken in English as compared to the native language, there are not enough students who take the New York State exams in their native languages to make an accurate analysis.

The school did not participate in the ELL periodic assessments. The school utilizes the information received from NYSESLAT, NYS State Assessments and teacher driven assessment data to determine the needs of our ELL's. After analyzing the data, an action plan is created to address the areas of need. As expected, all the data suggests that our students need more support in the areas of reading and writing modalities.

We provide extensive visuals to our ELLs and provide text material, dictionaries and glossaries in native languages.

5. N/A

6. The ESL teacher evaluates the success of our free-standing ESL program by measuring the Annual Measurable Annual Objective I (AMAO I) and AMAO II. Of the former, students should advance by one proficiency level by the end of the NYSESLAT testing period, or maintain the same proficiency level and make a total scale score gain of 43 points between two consecutive years. According to our evaluations, 83.3% of our ELLs have made progress. The other measure of progress is AMAO II, which is the percentage of students exiting the ESL program by attaining proficiency in all NYSESLAT modalities. It should be 11.8% or higher for the school to be making progress with its ELL population. According to the 2010 NYSESLAT results, 31.8% have tested Proficient and exited the ESL program in 2010.

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		