



**WILLIAM C. HUGHLEY SCHOOL  
PS/IS 116**

**2010-2011  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: 29Q116**  
**ADDRESS: 107-25 WREN PLACE, JAMAICA, NY 11433**  
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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 29Q116      **SCHOOL NAME:** William C. Hughley School

**SCHOOL ADDRESS:** 107-25 Wren Place, Jamaica, NY 11433

**SCHOOL TELEPHONE:** 718.526.4884      **FAX:** 718.658.5663

**SCHOOL CONTACT PERSON:** Barbara Fuller      **EMAIL ADDRESS:** bfuller@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Pamela Gilbert

**PRINCIPAL:** Barbara Fuller

**UFT CHAPTER LEADER:** Robin Karmel

**PARENTS' ASSOCIATION PRESIDENT:** Anthony Johnson

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 29      **CHILDREN FIRST NETWORK (CFN):** 2.05

**NETWORK LEADER:** Joanne Joyner-Wells

**SUPERINTENDENT:** Lenon Murray

**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/rdonlyres/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
Barbara Fuller	*Principal or Designee	
Robin Karmel	*UFT Chapter Chairperson or Designee	
Anthony Johnson	*PA/PTA President or Designated Co-President	
Tyhe Barfield	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative	
	CBO Representative, if applicable	
Mary Jo Brown	Member/ Staff	
Pamela Gilbert	Member/ Staff	
Vivienne Grainger	Member/ Parent	
Ortalli Howell	Member/ Parent	
Danielle Jones	Member/ Staff	
Marizol Minueza	Member/ Staff	
Trixie Rowe	Member/ Parent	
Na-Quasia Smith	Member/ Parent	
Tamika Tomlinson	Member/ Staff	
Sjaan Wessley	Member/ Parent	

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



## SECTION III: SCHOOL PROFILE

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

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

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#### 29Q 116 Vision Statement

We see our school as a "Community of Learners" where all individuals of the school community are actively engaged in the educational process. Staff and parents are focused on empowering all students with the academic skills and social experiences that will enable them to further their educational goals by applying for competitive high schools and colleges. With these goals we will instill and embrace the philosophy of "Lifelong Learners" and help our students reach their maximum potential.

#### 29Q 116 Mission Statement

Our school's mission is to continually enrich and maintain "A COMMUNITY OF LEARNERS." Students will participate in a comprehensive curriculum, which emphasizes reading, writing, problem solving and respect for themselves and all others in a safe and orderly environment supported by school staff in partnership with parents. Our curriculum will enable our students to achieve academic excellence and to develop skills to become lifelong learners and productive members of society.

The William C. Hughley School, PS/IS 116, is located in South Jamaica, New York. We are a Pre-Kindergarten to grade eight school. We service a population of approximately 900 students from diverse backgrounds. P.S./I.S. 116 is a stable part of the community to many students and their families. This community has a large influx of new immigrants from a myriad of countries which include Guyana, Jamaica, Trinidad and Tobago. Students, parents, teachers and support staff at P.S./I.S. 116 form a "Community of Learners" who collaborate to improve the lives of our children and their families.

Our school building is a brick structure built in 1925 with five floors and a large school yard that forms a perimeter around three quarters of the building itself. The building is on one full block. Albeit old, the formidable structure is well maintained and a place where we celebrate the work of teachers, students and community members. Our Pre-Kindergarten is housed within Temporary Classroom Units which are located in our schoolyard.

PS/IS 116 has been quite successful at forming partnerships with leaders in the community. We have enlisted the expertise of local authors like Jason Spencer Edwards, who generously shared his writing strategies with students. We invite local artists to work with our students to strengthen artistic skills, these include noted artists Carolyn Lewis, Charles Lilly and David Gayle. We also collaborated with the Behind the Book program, Learning Gardens, the New York City Ballet, Jamaica Center for Arts and Learning and Mr. Chris and the Musical Experience. We have collaborated with community groups which include The Links of Greater New York, Queens Chapter and Alpha Kappa Alpha Sorority Incorporated, Epsilon Pi Omega Chapter.

We also hold annual events which include Grandparents Day, Safety/Fire Prevention, Feast of Love, Winter Holiday Celebration, College Day/Dr. King's Birthday Celebration, 100<sup>th</sup> Day, Black History Month, Women's Month, Poetry Month, Mother's Day, Father's Day and Career Day.

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We have many family activities which include Parent Empowerment Day and Family Movie Night.

PS/IS 116 is also a beacon for aspiring educators in our community. We have formed a partnership with York College and worked with Professor Linda Baron and Dana Fusco, Director of Student Teaching who coordinates student assignments. We open our doors to their students and provide them with a glimpse of the arduous yet rewarding field of education.

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**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.

<b>SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT</b>					
<b>School Name:</b>	P.S./ I.S. 116Q				
<b>District:</b>	29	<b>DBN #:</b>	29Q116	<b>School BEDS Code:</b>	342900010116

<b>DEMOGRAPHICS</b>									
<b>Grades Served in 2009-10:</b>	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	52	53	54		91.7	92.5	TBD		
Kindergarten	99	90	99						
Grade 1	106	123	118	<b>Student Stability: % of Enrollment</b>					
Grade 2	102	91	118	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	86	96	86		88.8	89.2	TBD		
Grade 4	86	89	96						
Grade 5	98	87	97	<b>Poverty Rate: % of Enrollment</b>					
Grade 6	90	98	84	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	88	80	87		78.4	78.4	89.3		
Grade 8	87	82	80						
Grade 9	0	0	0	<b>Students in Temporary Housing: Total Number</b>					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		11	24	TBD		
Grade 12	0	0	0						
Ungraded	1	0	3	<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	895	889	922		11	8	6		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-	42	34	35						

DEMOGRAPHICS							
Contained Classes							
No. in Collaborative Team Teaching (CTT) Classes	0	11	13	Principal Suspensions	28	32	TBD
Number all others	43	51	48	Superintendent Suspensions	4	0	TBD
<i>These students are included in the enrollment information above.</i>							
<b>English Language Learners (ELL) Enrollment:</b>				<b>Special High School Programs: Total Number</b>			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	68	62	67	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	1	4	12	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	63	63	TBD
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	11	13	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	10	9	TBD
	6	1	TBD				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
American Indian or Alaska Native	0.9	1.8	1.2	Percent more than two years teaching in this school	65.1	79.4	TBD
Black or African American	77.3	74.7	71.4	Percent more than five years teaching anywhere	55.6	55.6	TBD
Hispanic or Latino	14.4	15.2	17.5				
Asian or Native Hawaiian/Other Pacific Isl.	6.2	5.5	5.6	Percent Masters Degree or higher	81.0	89.0	TBD
White	1.2	1.3	2.7	Percent core classes taught by "highly qualified" teachers	87.0	97.5	TBD
Multi-racial							

DEMOGRAPHICS							
Male	46.6	46.8	47.7	(NCLB/SED definition)			
Female	53.4	53.2	52.3				

2009-10 TITLE I STATUS				
<input checked="" type="radio"/> Title I Schoolwide Program (SWP)	<input type="radio"/> Title I Targeted Assistance	<input type="radio"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="radio"/> 2006-07	<input checked="" type="radio"/> 2007-08	<input checked="" type="radio"/> 2008-09	<input checked="" type="radio"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="radio"/> No <input checked="" type="radio"/>		If yes, area(s) of SURR identification:					
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="radio"/> No <input checked="" type="radio"/>							
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
<u>Differentiated Accountability Phase</u> (Check <input checked="" type="checkbox"/> )				<u>Category</u> (Check <input checked="" type="checkbox"/> )			
				Basic	Focused	Comprehensive	
In Good Standing (IGS)							
Improvement (year 1)							
Improvement (year 2)		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				
Corrective Action (year 1)							
Corrective Action (year 2)							
Restructuring (year 1)							
Restructuring (year 2)							
Restructuring (Advanced)							
Individual Subject/Area Outcomes	Elementary/Middle Level ( <input checked="" type="checkbox"/> )			Secondary Level ( <input checked="" type="checkbox"/> )			
	ELA:	x		ELA:			
	Math:	<input checked="" type="checkbox"/>		Math:			
	Science:	<input checked="" type="checkbox"/>		Grad. Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
		ELA	Math	Science	ELA	Math	Grad. Rate**
<b>Student Groups</b>							
<b>All Students</b>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
<b>Ethnicity</b>							
American Indian or Alaska Native		-	-	-			

### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Black or African American	√	√				
Hispanic or Latino	√	√	-			
Asian or Native Hawaiian/Other Pacific Islander	√	-	-			
White	-	-	-			
Multiracial	-	-	-			
<b>Other Groups</b>						
Students with Disabilities	√ <sup>SH</sup>	√	-			
Limited English Proficient	×	√	-			
Economically Disadvantaged	√	√				
<b>Student groups making AYP in each subject</b>	6	6	1			

#### Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

*Note: NCLB/SED accountability reports are not available for District 75 schools.*

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

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	NR
Overall Score	75.6	Quality Statement Scores:	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	8.4	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	17.3	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	43.1	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	6.8	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## **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?
- 

### **STUDENT PERFORMANCE TRENDS**

#### **Progress Report / Student Progress**

##### **ELA**

- Student progress in English Language Arts indicates that 59% of our students made at least 1 Year of Progress, which is 19.4% of the way from the lowest score, 54.1% to the highest score, 79.3% relative to our Peer Horizon schools and which is 16% of the way from the lowest score, 55.4% to the highest score, 83.2% relative to our City Horizon schools.
- 72% of students in the school's lowest 1/3 made at least 1 Year of Progress which is 41.7% of the way from the lowest score, 60.4% to the highest score, 88.2% relative to our Peer Horizon schools and which is 37.2% of the way from the lowest score, 61.1% to the highest score, 90.4% relative to our City Horizon schools.

##### **Mathematics**

- Student progress in Mathematics indicates that 47% of our students made at least 1 Year of Progress, which is 4.6% of the way from the lowest score, 45.2% to the highest score, 84.1% relative to our Peer Horizon schools and which is 4.8% of the way from the lowest score, 45% to the highest score, 86.3% relative to our City Horizon schools.
- 57.5% of students in the school's lowest 1/3 made at least 1 Year of Progress which is 18.5% of the way from the lowest score, 51.3% to the highest score, 84.8% relative to our Peer Horizon schools and which is 18.7% of the way from the lowest score, 50.8% to the highest score, 86.6% relative to our City Horizon schools.

#### **Progress Report / Student Performance**

- Student performance in English Language Arts indicates that 32.5% of our students reached proficiency (Level 3 or 4), which is 21% of the way from the lowest score, 16.5% to the highest score, 92.7% relative to our Peer Horizon schools and which is 23% of the way from the lowest score, 12% to the highest score, 99.3% relative to our City Horizon schools.
- Student performance in Mathematics indicates that 28.1% of our students reached proficiency (Level 3 or 4), which is -12.9% of the way from the lowest score, 36.3% to the highest score, 100% relative to our Peer Horizon schools and which is -13.4% of the way from the lowest score, 36.6% to the highest score, 100% relative to our City Horizon schools.

Our overall score for Student Progress was 12.4 out of 60. In Student Progress, on the ELA this year, 59.0% of our students made at least 1 Year of Progress as compared to 63.8% last year, a difference of 4.8%. In Mathematics, this year, 28.1% of our students made at least 1 Year of Progress as compared to 67.1% last year, a difference of 39.0%. The average change in student proficiency in ELA was 0.35 as compared to a possible 0.41 for the Peer Horizon and 0.43 for the City Horizon. Our scores have improved and have made sufficient progress.

In Student Performance, in the ELA this year, 64.3% of our students tested at level 3 or 4, which is 90.8% as compared to the Peer Horizon and 63.7% as compared to the City Horizon. Last year 53.2% of our students tested at level 3 or 4 and 60.0% as compared to the Peer Horizon and 48.3% as compared to the City Horizon. In Mathematics this year, 71.1% of our students tested at level 3 or 4, which is 65.2% as compared to the Peer Horizon and 55.1% as compared to the City Horizon. Last year 61.3% of our students tested at level 3 or 4 and 44.1% as compared to the Peer Horizon and 39.8% as compared to the City Horizon.

## **TWO YEAR PERFORMANCE TRENDS**

**ELA Performance Trends:** This year 6 out of 7 student groups made AYP. Last year 6 out of 7 student groups made AYP. The Students with Disabilities group did not make AYP this year. This data indicates the additional support needed in ELA. This support in ELA remains a top priority for all of our Special Education and LEP students. Their progress as well as all students across the student groups are being carefully monitored by the Inquiry Team through the analysis of all ELA data including: ARIS, Scantron, Acuity, TC Running Records and Theme / and Benchmark Assessments.

**Math Performance Trends:** This year all student groups 6 out of 6 met AYP in Mathematics. Last year 5 out of 6 student groups made AYP. Students with Disabilities made AYP using Safe Harbor Target. This data highlights the great progress that has been made in the area of Mathematics. The Inquiry Team will continue to monitor the Mathematics data for students in all groups through analyzing data from ARIS, Acuity, Scantron, Everyday Math Unit and Benchmark Assessments. Additional differentiated instructional support will be provided in order to maintain this positive trend in student achievement.

**Science Performance Trends:** Regarding participation rate, this year and last, all of our student groups met the criterion for participation rate. Regarding test performance, this year and last year all of our student groups made AYP. The use of science continues to be very instrumental in achieving AYP for Math and ELA, thus it is imperative that the quality of Science instruction continue to be monitored.

## **ACCOMPLISHMENTS**

On the NYCDOE Progress Report 2009/2010, additional credit was given because of our gains in Self-Contained/CTT/SETTSS (ELA). On the NYS School Report Card 6 out of 7 student groups made AYP.

As stated in the Quality Review, one of PS/IS 116's accomplishments is that we have created a Community of Learners which includes all staff and students. Our professional development decisions relate to teacher and student goals and are well organized and differentiated. We have provided staff with professional development opportunities both on site and off site. Our professional development is driven by performance-based data, the results of staff survey, walkthroughs and observations.

## **AIDS TO THE SCHOOL'S CONTINUOUS IMPROVEMENT**

Our Teacher Team and Inquiry Team's research has been an aid to the school's improvement. Focused instruction and strategies have been shared with classroom teachers.

Our improvement plan to work with our SWD and low performing student will encompass research based strategies and materials for students, comprehensive professional development for teachers and administrators and development of parent workshops designed to assist parents in working with students and supporting the learning in school.

As teachers have become more familiar with monitoring and analyzing data, they track data from multiple sources including ARIS, ACUITY and ATS, as well as formal and informal assessment to focus their instruction and plan for differentiation. Through continued professional development teachers will use this data to further differentiate instruction.

## **BARRIERS TO THE SCHOOL'S CONTINUOUS IMPROVEMENT**

One of the most significant barriers to the school's improvement is our mobility rate. Below is a chart with the actual numbers of students who were admitted and discharged since the 2005/2006 school year. It is difficult to maintain a level of instruction given our high rates of mobility.

	Admit	Discharge	Total Enrollment
2005/2006	267	259	809
2006/2007	322	262	872
2007/2008	304	256	895
2008/2009	253	362	888

Our school's attendance has been a barrier to our school's improvement. Our attendance continues to fall below our Peer Horizon and the City Horizon.

We have a group of dedicated parents who participate in many of our activities. This group represents approximately five percent of our student population. We feel that our school environment would improve with a strengthened Home-School Partnership.



## 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.

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- 1. Student Performance in ELA and Mathematics** – The New York State Testing and Accountability Reporting Tool indicates that PS/IS 116's performance decreased from 2008-09 to 2009/2010 in grades three to eight.

**Goal 1.** Our goal is that by June 2011, students in grades three through eight will demonstrate progress toward meeting state standards as measured by a 5% increase in students scoring at levels three and four on the New York State ELA and Math assessment.

### ELA

	2008-09	2009-2010
<b>Grade 3</b>	54	38
<b>Grade 4</b>	64	25
<b>Grade 5</b>	73	29
<b>Grade 6</b>	63	23
<b>Grade 7</b>	85	36
<b>Grade 8</b>	48	49
<b>All Grades</b>	64	33

### MATH

	2008-09	2009-10
<b>Grade 3</b>	78	27
<b>Grade 4</b>	65	19
<b>Grade 5</b>	80	23
<b>Grade 6</b>	66	21
<b>Grade 7</b>	86	49
<b>Grade 8</b>	60	30
<b>All Grades</b>	72	28

- 2. Limited English Proficiency** –The 2009/10 New York State School Report Card indicates that the Limited English Proficient students met Adequate Yearly Progress last year.

**Goal 2.** Our goal is that by June 2011, our ELL students in grades three through eight will demonstrate progress toward meeting state standards as measured by a 5% increase in students scoring at levels 3 and 4 on the New York State ELA and Math assessment.

- 3. Early childhood student performance in ELA & Math** – To support student progress in grades three to eight, we will further monitor student progress in grades PRE Kindergarten to grade two.

**Goal 3.** Our goal is that by June 2011, students in grades Pre Kindergarten through grade two will demonstrate progress toward meeting city standards as measured by a 5% increase in students scoring at grade level, on the NYC ECLAS 2 assessment, Teacher's College Independent Reading Assessment and Everyday Math unit tests

- 4. Attendance** – Our student attendance in 2009/10 was 91.7%, however in 2008/09 our student attendance was 92.5%.

**Goal 4.** Our goal is that by June 2011, student attendance will increase by 2% above last year's average.

**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. Student Performance in ELA and Mathematics

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, students in grades three through eight will demonstrate progress toward meeting state standards as measured by a 5% increase in students scoring at levels three and four on the New York State ELA and Mathematics assessment.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Consultants, Assistant Principals and Coaches will provide Professional Development for staff, based on student assessment results.</li> <li>• Grade three through grade eight classes will be departmentalized.</li> <li>• Common planning time will be provided for teacher collaboration.</li> <li>• Interim Academic Progress Reports will be distributed to parents.</li> <li>• Weekly parent workshops and Curriculum Nights will be provided by Consultants, Staff, and Parent Coordinator.</li> <li>• Teachers will have inter-class visitation opportunities.</li> <li>• Teacher teams will meet regularly to plan and review curriculum and study student work.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> 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>	<p>Fair Student Funding, Title I Funding, Tax Levy Funding</p>

<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Initial Indicator – Teachers use ARIS data from the previous year and student’s Independent and Guided reading level is assessed  Mid Term – Teachers will use Acuity, Mid Term exams, Unit Assessment and student’s Independent and Guided reading level is assessed.  End Term - Teachers will use Acuity, Final Exams and student’s Independent and Guided reading level is assessed.</p>
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**Subject/Area (where relevant):** 2. Limited English Proficiency

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, our ELL students in grades three through eight will demonstrate progress toward meeting state standards as measured by a 5% increase in students at levels three and four on the New York State ELA and Mathematics assessment.</p>
<p><b>Action Plan</b>  <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"> <li>• ESL Teachers, Consultants and Coaches will provide Professional Development for staff.</li> <li>• ESL teachers will plan collaboratively with classroom teachers.</li> <li>• ESL teachers will provide additional push-in services for ELL students.</li> <li>• ESL teachers will have an afterschool program for ELL students.</li> <li>• Workshops will be provided for parents of ELL students.</li> <li>• ESL teachers will hold monthly articulation meetings with classroom teachers.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <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>	<p>Fair Student Funding, Tax Levy Funding, Title III Funding</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Initial Indicator – Teachers will use Periodic Assessment, NYSESLAT and LAB assessment.  Mid Term – Informal assessment and student data from classroom teachers.  End Term - Teachers will use Periodic Assessment, NYSESLAT and LAB assessment.</p>

**Subject/Area (where relevant):** 3. Early Childhood Performance in ELA and Mathematics

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, students in Pre-Kindergarten through grade three will demonstrate progress toward meeting standards as measured by a 5% increase in students at grade level, on the Teacher's College Independent Reading Assessment and Mathematics text assessment.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Consultants and Coaches will provide Professional Development for staff based on the student assessment results.</li> <li>• Common planning time will be provided for teacher collaboration.</li> <li>• Interim Academic Progress Reports will be distributed to parents.</li> <li>• Weekly parent workshops will be provided by Consultants, Staff, Pre-K Family Worker and Parent Coordinator.</li> <li>• Teachers will have inter-class visitation opportunities.</li> <li>• Early Childhood teacher teams will meet regularly to plan and review curriculum and study student work.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> 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>	<p>Fair Student Funding, Title I Funding, Tax Levy Funding</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Initial Indicator - Teachers will review ECLAS results. Student's Independent and Guided reading level will be assessed and reviewed. Mid Term – Teachers will monitor data from unit tests, student work. Student's Independent and Guided reading level will be assessed and reviewed. End Term - Teachers will review ECLAS results. Student's Independent and Guided reading level will be assessed and reviewed.</p>

**4. Attendance**

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, student attendance will increase by 2% above the 2010 school year average attendance.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Professional Development will be provided in attendance recording procedures.</li> <li>• The names of absent students will be posted daily, for possible corrections.</li> <li>• The Attendance Team will meet monthly.</li> <li>• Parents will be notified of student absence daily via the School Messenger and monthly by mail.</li> <li>• We will hold our Parent Empowerment Day with academic and social workshops for parents.</li> <li>• Our Parent Coordinator and Guidance Counselors will provide outreach and incentives to students with poor attendance.</li> <li>• The Sports and Arts in Schools Foundation will provide an afterschool program where students are encouraged to improve their attendance.</li> <li>• Celebrations will be held for students with improved attendance percentages.</li> <li>• Parents will receive a monthly calendar of activities.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> 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>	<p>Fair Student Funding, Title I Funding, Tax Levy Funding</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Attendance will be monitored by our Attendance Teacher and Attendance School Aid throughout the year. Attendance will be discussed at monthly Attendance meetings.</p>

**5. Students With Disabilities**

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, student initial referrals will decrease by 5% as compared to the 2010 initial referrals.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Professional Development will be provided in Response To Intervention techniques including use of the Pre-Referral Intervention Manual and in Functional Behavioral Assessment procedures.</li> <li>• The Special Education Supervisor, Special Education Supplemental Instruction Specialist and Coordinator of Early Intervening Services will provide support and guidance for teachers.</li> <li>• Pupil Personnel Team will meet monthly to determine next steps for students.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> 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>	<p>Fair Student Funding, Title I Funding, Tax Levy Funding</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Referral rates will be monitored monthly at our Pupil Personnel Team meetings</p>

## **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	30	25	N/A	N/A	4	0	1	0
1	60	30	N/A	N/A	1	0	2	0
2	45	45	N/A	N/A	1	0	3	1
3	54	65	N/A	N/A	1	0	3	1
4	68	75	10	10	2	0	1	0
5	67	69	10	10	6	0	0	1
6	62	61	15	15	3	0	0	0
7	52	41	15	15	5	0	0	0
8	36	49	10	10	8	0	2	0
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)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<p>The AIS department at PS116 provides small group instruction to students functioning below grade level. Differentiated instruction is given to reinforce phonemic awareness and comprehension skills. AIS services are administered during the regular academic day, Extended Day, as well as during Supplemental Education Services which is provided as an afterschool program.</p> <p>AIS instruction for grades 1,2,3, and 4 includes introduction to and reinforcement of: letter/sound recognition, word families, rhyming words, segmenting, initial and ending sounds, sight words, decoding, and writing. Analysis of running record results aid in the determination of a students' required course of action.</p> <p>Grades 5 - 8 AIS instruction includes using visual, auditory, and kinesthetic modalities to teach reading strategies. These strategies reinforce the concepts of finding the main idea, identifying supporting details, comparing and contrasting, using context clues, making inferences, sequencing, and writing.</p>
<b>Mathematics:</b>	<p>The AIS department at PS116 provides small group instruction to students functioning below grade level. Differentiated instruction is given to reinforce mathematics skills. AIS services are administered during the regular academic day, Extended Day, as well as during Supplemental Education Services, which is provided as an afterschool program.</p>
<b>Science:</b>	<p>The AIS department at PS116 provides small group instruction to students functioning below grade level. Differentiated instruction is given to reinforce comprehension skills in the content area. AIS services are administered during the regular academic day, as well as during Extended Day. AIS instruction includes using visual, auditory, and kinesthetic modalities to teach reading strategies. These strategies reinforce the concepts of finding the main idea, identifying supporting details, comparing and contrasting, using context clues, making inferences, sequencing, and writing.</p>
<b>Social Studies:</b>	<p>The AIS department at PS116 provides small group instruction to students functioning below grade level. Differentiated instruction is given to reinforce comprehension skills in the content area. AIS services are administered during the regular academic day, as well as Extended Day. AIS instruction includes using visual, auditory, and kinesthetic modalities to teach reading strategies. These strategies reinforce the concepts of finding the main idea, identifying supporting details, comparing and contrasting, using context clues, making inferences, sequencing, and writing.</p>

<b>At-risk Services Provided by the Guidance Counselor:</b>	As a counseling service we provide strategies that help students to adjust and conform to the learning environment. On a daily basis during the regular school day we provide very concrete games and activities to assist the student with making a decision and accepting responsibility. In addition, support teams made up of guidance counselors, social workers, school psychologists, SAPIS Workers and all other pedagogues assigned, are responsible for addressing the social, emotional and personal needs of the student that prevents the student from learning.
<b>At-risk Services Provided by the School Psychologist:</b>	Counseling: individual and group counseling, these services include at-risk and mandated students. The average population of students serviced during this school year, were approximately 25. In addition to the at-risk services provided, teacher collaboration is utilized to assist teachers during crisis/emergency situations. Also, work with parents to understand student emotional/academic functions. As a school psychologist, my work consists of doing cycle educational evaluations, educational planning conferences, and managing cases.
<b>At-risk Services Provided by the Social Worker:</b>	Generally on a 1:1 basis, but occasionally small group counseling, for up to approximately 6 sessions, with students who are at risk of needing special education services or of requiring a more restrictive environment. Secondly, we meet with the parents of specific at-risk students to clarify issues, gather initial social history, provide information, referrals, and to discuss ways they can increase the chances of their children succeeding in school. Thirdly, observation of at-risk students. Lastly, consultation with teachers and other staff, concerning at-risk students. All services take place during the school day.
<b>At-risk Health-related Services:</b>	Provide services daily to approximately 15 students during regular school hours. Mandated services are provided to one student daily with ADHD, two students who do not have 504s for school year 2010/2011 diagnosed with asthma or are not being properly medically managed.

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

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

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**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

**Section I. Student and School Information**

Grade Level(s) K-8 \_\_\_\_\_ Number of Students to be Served: 70 \_\_\_\_\_ LEP \_\_\_\_\_ Non-LEP \_\_\_\_\_

Number of Teachers 2 Other Staff (Specify) \_\_\_\_\_

**School Building Instructional Program/Professional Development Overview**

**Section II. Title III, Part A LEP Program Narrative**

**Language Instruction Program** – Our plans for different subgroups of our school community are as follows. Students with Interrupted Formal Education are usually given their literacy block (2 periods per day) in a lower grade class, to help them catch up with what they might have missed previously. SIFE students are also targeted for peer tutoring and AIS services. Our newcomers are supported by 360

minutes of ESL, AIS services, along with our special after-school program. We at PS 116 have implemented a new computer program for ELL's called *Imagine Learning*.

*Program. Imagine Learning* includes concepts such as the alphabet sound/symbol correspondence and sight word recognition, while developing vocabulary and literacy skills. *Imagine Learning* teaches everyday English skills as students listen to, interact with, and learn from characters using natural English in real-life situations. Most of our long-term ELL's are still struggling with their writing skills so instruction has been focusing on the Writer's Workshop model and literature that is better suited for older students.

Our special education students are also invited to our ESL after-school program and receive their 360 minutes instruction to meet their needs.

Almost all of the ELLs are in the extended day program either with the ESL teacher or the classroom teacher.

As far as ELLs that have attained proficiency, we support them (for their first 2 years) by continuing to give them testing modifications as if they were still in ESL. They are also encouraged to attend our ESL after-school program, where they can get homework help and continue to work on their English skills. All former ELLs are also invited to all our cultural and special events, such as trips, our Cinco de Mayo, Chinese New Year and Hispanic Heritage celebrations, to name a few. Our ESL teachers also continue to work with our former ELLs teachers, to provide support for them when needed.

NYS regulations are followed to determine how many units each student will receive, according to their proficiency level that is determined by the LAB-R or NYSESLAT exams. CR Part 154 mandates that all ELLs that are beginners and intermediates receive 360 minutes of ESL per week and that all advanced ESL students receive 180 minutes per week. The ESL teacher identifies these students by their latest NYSESLAT score, subtest RNMR, and groups them accordingly. Beginners and intermediates receive 8 periods of ESL and advanced students receive 4 periods per week. Advanced ELLs also receive one unit of ELA. Based on the NYSESLAT scores, we identify which modality needs improvement and deliver differentiated instruction to address individual student's needs.

At PS/IS 116 we have ensured that the educational programs for our English Language Learners embody the conceptual understanding that challenging content and well developed learning strategies will prepare them to think, to critically solve problems and communicate in the language of instruction. Our English Language Learners are actively engaged in standards-based academic curriculum. In the upcoming year it is our goal to focus on supporting our teachers with effective professional development that will offer them various effective teaching strategies for use with our English Language Learners.

Some of the approaches we will use to scaffold our English Language Learners will be:

- Modeling explicitly by giving clear examples of what is requested of them for imitation.
- Bridging- an approach of learning new concepts and language by firmly building them on the students previous knowledge and understanding.
- Contextualization- using manipulatives, pictures, film ( w/o sound) and other resources to engage the students.
- Schema building- clusters of meaning that are interconnected will help with their understanding of new concepts.
- Text Re-Presentation- engaging the students in activities that require them to change linguistic constructions they found modeled in one genre into forms used in another genre.

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

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

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**Section III. Title III Budget**

School: 29Q116 \_\_\_\_\_ BEDS Code: 342900010116

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$11,550	<b>Student Program – two teachers per session for 33 weeks 33 weeks x 349.23 = \$11,550</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.		
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$300	<b>Consumables</b>
<b>Educational Software (Object Code 199)</b>	\$3150	<b>Software – Imagine Learning</b>
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>	\$15,000.00	

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

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

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

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

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

The ESL teacher counted the number of students in her program and their home languages. During her October parent orientation meetings, she asked parents their preferences in the language that they would like to be contacted or communicated to in. This information is then passed on to the Parent Coordinator, who assessed the languages that are needed. She then asked our in-house translators (EA's) to make up flyers in different languages and to attend parent functions. When new students are enrolled in the school the DOE language surveys are given to determine the parent's preferred language. The Parent Coordinator also informs the school community that Translators/Interpreters are available. Flyers are distributed in English and other needed languages.

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.

Data from the DOE's language surveys were reviewed by the parent coordinator and the data was used to determine which languages we need to support by translating information both orally and in written form. Most parents at the PTA meetings expressed relief that they were finally being represented and could take a more active part in the meetings. Our parent coordinator spoke about Interpretation/Translation services being provided by the school and the Department of Education at our parent meeting and had a discussion about ways that we could improve our current system.

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

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

Written translation services will be done in-house by school staff. If needed, the Translation and Interpretation Unit will be contacted for assistance. The Parent Coordinator will meet twice a month, with administration, to determine that month's activities and the written and possibly oral translation services that might be required. Our in-house staff will be contacted by the Parent Coordinator for their duties for that month.

At the end of the school year, a list of forms that must be translated will be generated. The principal will then contact our in-house translators to translate these forms into the languages needed for the upcoming school year.

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

Oral interpretation of will be done by in-house staff as needed. The parent coordinator will inform these translators of the upcoming meetings or workshops that they will need to attend. They will also be instructed to attend all parent conferences.

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

The school will post notices in the school lobby pertaining to Language Assistance Services (in all "required languages") and how to access such services. These notices will also be sent home and collected to obtain the data we need to assess language translation needs. These services will also be explained at our first PTA meeting and any subsequent meeting, when needed. Our schools safety plan will also include procedures for ensuring parents that they will be able to contact the school in an emergency and will not be prevented from receiving information or communication due to language barriers.

## 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:	594,343	19,354	613,697
2. Enter the anticipated 1% set-aside for Parent Involvement:	5943	194	6137
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	29,717	*	
4. Enter the anticipated 10% set-aside for Professional Development:	59,434	*	

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:
    - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - o Help provide an enriched and accelerated curriculum.
    - o Meet the educational needs of historically underserved populations.
    - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is

included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

- 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” <sup>1</sup> Consolidated in the Schoolwide Program <i>(☑)</i>			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check <i>(☑)</i> in the left column below to verify that the school has met the intent and purposes <sup>2</sup> 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 <i>(☑)</i>	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						

**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.

Tax Levy	Local						
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**Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

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

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

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, 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:** School In Need of Improvement **SURR<sup>3</sup> 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.

Our school’s 2009-10 New York State School Report Card indicated that the Limited English Proficient students did not meet Adequate Yearly Progress in English Language Arts last year. Our goal is that by June 2011, ELL students in grades three through eight will demonstrate progress toward meeting state standards as measured by a 5% increase in students scoring at levels 3 and 4 on the New York State ELA assessment. The 2000-10 New York State Report Card also indicated a weakness with our Students with Disabilities subgroup. This subgroup made AYP with safe harbor. Our goal is that by June 2011, SWD students in grades three through eight will demonstrate progress toward meeting state standards as measured by a 5% increase in students scoring at levels 3 and 4 on the New York State ELA assessments.

After analyzing these findings, we were able to identify areas of priority for improving student performance. Those included combining a variety of resources and strategies to differentiate and enhance teaching during and after school, utilizing an improved curriculum with related materials, using more research-based teaching strategies, problem solving approaches, and integrating technology into literacy and mathematics lessons.

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.

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School Under Registration Review (SURR)

Our school will implement several programs to support Limited English Proficient students, and Students with Disabilities in the English Language Arts including:

- ELL After-school Programs
- ELL Small Group Push-In/Pull-out Program
- ELL Extended Day Tutoring Services
- Academic Intervention (Push-In/Pull-Out and After-School Program for Students with Disabilities)
- Professional Development for Instruction Staff in:
  1. Engaging Struggling Readers
  2. Best Practices in Meeting Students Literacy Needs
  3. Building Student Vocabulary
  4. Essential Literacy Skills for Students

**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.

The 10 percent of our Title I fund identified for improvement will be used to:

- Purchase Language Development, Extra Support and Home Connection Materials
- Professional Development Workshops for Instructional Services Staff in best practices for the ELL and SWD populations.

The topics covered will include:

1. Curriculum Mapping /Writing
2. Data Driven Instruction
3. Facilitating Small Groups
4. Creating Leveled Tasks.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

An experienced teacher will be matched with a non-tenured teacher to provide support. This support will be determined by observation of the teacher and through teacher survey.

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.

Letters will be sent to all parents explaining the school's identification as a SINI school.

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

*All SURR schools must complete this appendix.*

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

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

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

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

## **APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

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

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

We have 13 students who live in temporary housing.

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

We plan to provide

- Emergency supplies,
- Per session guidance
- Afterschool programs
- Transportation
- Other services as needed for our 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).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in 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)**



Barbara Fuller  
Principal

Belinda Williams  
Debra Farrow  
Assistant Principals

## 2010 SCHOOL PARENT COMPACT

We the school and parents agree to work cooperatively to provide for the successful education of our children.

### SCHOOL

**We understand:** the need to convene meetings for Title 1 parents to inform them of the Title 1 program and their right to be involved.

**We understand:** the need to offer a flexible number of meetings at various times and if necessary seek funds to provide transportation or childcare when possible.

**We understand:** the need to actively involve parents in planning, reviewing and creating activities in order to meet the Title 1 program guidelines.

**We understand:** the need to provide performance profiles and individual student assessment results for each child and other pertinent individual school district education information.

**We understand:** the need to provide quality curriculum and instruction.

**We understand:** the need to deal with communication issues between teachers and parents through:

- Parent-Teacher conferences
- Reports to parents on their children's progress
- Reasonable access to staff
- Opportunities to volunteer and participate in their child's class
- Observation of classroom activities

**We understand:** the need to assure that parents may participate in professional development activities, i.e., literacy classes, and workshops on reading strategies.

### PARENT/GUARDIAN

**I understand:** the need to become involved in strategies designed to encourage my participation in parent involvement activities.

**I understand:** the need to participate in or request technical assistance training that the school or district office offers on child rearing practices and teaching and learning strategies.

**I understand:** the need to work with my child on schoolwork; read to my child on a daily basis and encourage my child to read to me each day.

**I understand:** the need for me to monitor my child's:

- Attendance at school
- Homework
- Television watching
- Health needs

**I understand:** the need to share responsibility for my child's improved academic achievement.

**I understand:** the need to communicate with my child's teachers about his/her educational needs.

**I understand:** the need to ask parents and parent groups to provide information to the school on the type of training or assistance I would like and/or need to help me be more effective in assisting my child in the educational process.

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Parent's Signature

# THE WILLIAM C. HUGHLEY SCHOOL



29q116  
"A Community of learners"

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Barbara Fuller  
Principal

Belinda Williams  
Debra Farrow  
Assistant Principals

## SCHOOL PARENTAL INVOLVEMENT POLICY

### **I. General Expectations**

*PS/IS 116* agrees to implement the following statutory requirements:

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

- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

## **II. Description of How School Will Implement Required Parental Involvement Policy Components**

1. *PS/IS 116* will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
  - Members of the School Leadership and the Parent Teacher Association will be encouraged to participate
  - Parent Coordinator will encourage parents to participate
  - Family Workers will provide outreach
  - AI/DP (Attendance Improvement/Dropout Prevention) workers will provide outreach
  
2. *PS/IS 116* will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
  - Members of the School Leadership and the Parent Teacher Association will be encouraged to participate
  - Parent Coordinator will encourage parents to participate
  - Family Workers will provide outreach
  - AI/DP (Attendance Improvement/Dropout Prevention) workers will provide outreach
  
3. *PS/IS 116* will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
  - Members of the School Leadership and the Parent Teacher Association will be encouraged to participate
  - Parent Coordinator will encourage parents to participate
  - Parents will be encouraged to participate in the Learning Leaders
  
4. *PS/IS 116* will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs Universal Pre Kindergarten, by:
  - Family Workers will provide outreach
  - AI/DP (Attendance Improvement/Dropout Prevention) workers will provide outreach
  - Parents will be encouraged to attend workshops
  
5. *PS/IS 116* will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
  - The evaluation will be designed by both staff members and students
  - The evaluation will be sent home with the students and collected by parent volunteers.

- The evaluation forms will be reviewed by staff and parents
6. *PS/IS 116* will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
    - the State's academic content standards
    - the State's student academic achievement standards
    - the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:
    - Parents will attend workshops, conferences and classes, both in-State and out-of-State. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement.
  - b. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by
    - Staff members will attend workshops, conferences and classes, both in-State and out-of-State. The school will provide materials and training to help staff members work with parents to improve their children's academic achievement and build ties between parents and the school.
  - c. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Universal Pre Kindergarten, public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
    - Parents will attend workshops, conferences and classes, both in-State and out-of-State. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement.
    - Parent Coordinator will encourage parents to participate
    - Family Workers will provide outreach
    - AI/DP (Attendance Improvement/Dropout Prevention) workers will provide outreach
  - d. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
    - Parents will receive fliers and school calendars in languages read in their households
    - Fliers and calendar will indicate that personnel will be available for those needing translations

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

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

#### **IV. Adoption**

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by a parent meeting. This policy was adopted by the PS/IS 116 on 11/12/08 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children on or before January 31, 2009.

#### **Part B: School-Parent Compact**

*PS/IS 116*, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the 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 that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2008-2009.

#### **Required School-Parent Compact Provisions**

##### School Responsibilities

*PS/IS 116* will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
  - Teachers will be hired who are highly qualified
  - Professional development will be provided for staff members
  - Staff members will participated in training and conferences Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.]
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held twice each year. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: report cards, conduct sheets, Parent Teacher conferences, assessment scores, interim reports.
3. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: before and after school, during teacher's preparation periods or lunch by appointment.
4. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: by appointment.
5. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
6. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
7. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
8. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
9. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
10. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
11. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
12. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

### Parent Responsibilities

We, as parents, will support our children's learning in the following ways: [Describe the ways in which parents will support their children's learning, such as:

- Monitoring attendance and punctuality.
- Making sure that homework is completed.

- Making sure children have proper school supplies.
- Monitoring amount of television their children watch.
- Volunteering in my child’s classroom.
- Participating, as appropriate, in decisions relating to my children’s education.
- Promoting positive use of my child’s extracurricular time.
- Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school’s School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State’s Committee of Practitioners, the School Support Team or other school advisory or policy groups.

**Optional Additional Provisions**

Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State’s high standards. Specifically, we will:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]

**SIGNATURES:**

<b>PARENT</b>	<b>DATE</b>
<b>PARENT</b>	<b>DATE</b>
<b>PARENT</b>	<b>DATE</b>

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	PS/IS 116 William C. Hughley							
<b>District:</b>	29	<b>DBN:</b>	29Q11	<b>School</b>		342900010116		
<b>DEMOGRAPHICS</b>								
Grades Served:	Pre-K	v	3	v	7	v	11	
	K	v	4	v	8	v	12	
	1	v	5	v	9		Ungrade	v
	2	v	6	v	10			
<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>				
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-	
Pre-K	53	54	54		91.7	92.5	91.7	
Kindergarten	90	99	103	<b>Student Stability - % of Enrollment:</b>				
Grade 1	123	118	113	<i>(As of June 30)</i>	2007-	2008-	2009-	
Grade 2	91	118	88		88.8	89.2	93.4	
Grade 3	96	86	98	<b>Poverty Rate - % of Enrollment:</b>				
Grade 4	89	96	91	<i>(As of October 31)</i>	2008-	2009-	2010-	
Grade 5	87	97	81		78.4	89.3	89.3	
Grade 6	98	84	70	<b>Students in Temporary Housing - Total Number:</b>				
Grade 7	80	87	65	<i>(As of June 30)</i>	2007-	2008-	2009-	
Grade 8	82	80	76		11	24	17	
Grade 9	0	0	0	<b>Recent Immigrants - Total Number:</b>				
Grade 10	0	0	0	<i>(As of October 31)</i>	2007-	2008-	2009-	
Grade 11	0	0	0		11	8	6	
Grade 12	0	0	0	<b>Special Education</b>				
Ungraded	0	3	2	<i>(As of October 31)</i>	2007-	2008-	2009-	
Total	889	922	841		11	8	6	
<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>				
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-	
# in Self-Contained Classes	34	35	33	Principal Suspensions	28	32	31	
# in Collaborative Team Teaching (CTT)	11	13	14	Superintendent Suspensions	4	0	6	
Number all others	51	48	47	<b>Special High School Programs - Total Number:</b>				
<i>These students are included in the enrollment information above.</i>	<i>(As of October 31)</i>				2007-	2008-	2009-	
				CTE Program Participants	0	0	0	
				Early College HS Program Participants	0	0	0	
<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>				
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of October 31)</i>	2007-	2008-	2009-	
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	63	63	63	
# in Dual Lang.	0	0	TBD	Number of Administrators and Other Professionals	11	13	10	
# receiving ESL services only	62	67	TBD	Number of Educational Paraprofessionals	10	9	11	
# ELLs with IEPs	4	12	TBD	<i>These students are included in the General and Special Education enrollment information above.</i>				

Overage Students (# entering students overage for (As of October 31)				Teacher Qualifications: (As of October 31)			
	2007-	2008-	2009-		2007-	2008-	2009-
	6	1	12	% fully licensed & permanently assigned to this	100.0	100.0	100.0
				% more than 2 years teaching in this school	65.1	79.4	88.9
				% more than 5 years teaching anywhere	55.6	55.6	77.8
Ethnicity and Gender - % of Enrollment: (As of October 31)				% Masters Degree or higher			
	2008-09	2009-10	2010-11		81.0	89.0	93.7
American Indian or Alaska Native	1.8	1.2	1.2	% core classes taught by "highly qualified" teachers	87.0	97.5	100.0
Black or African American	74.7	71.4	71.8				
Hispanic or Latino	15.2	17.5	17.7				
Asian or Native Hawaiian/Other Pacific	5.5	5.6	6.8				
White	1.3	2.7	2.0				
<b>Male</b>	46.8	47.7	49.7				
<b>Female</b>	53.2	52.3	50.3				

**2009-10 TITLE I STATUS**

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

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

SURR School	If yes,							
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**Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:**

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

**Individual Subject/Area AYP Outcomes:**

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

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress
	ELA	Math	Science	ELA	Math	Grad Rate**	
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	v	-	-				
White	-	-					
Multiracial	-	-					
Students with Disabilities	vsh	v	-				
Limited English Proficient	X	v	-				
Economically Disadvantaged	v	v					
<b>Student groups</b>	6	6	1				

### CHILDREN FIRST ACCOUNTABILITY SUMMARY

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	C	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	21.1	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	5.4	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	1.8	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	12.4						
<i>(Comprises 60% of the</i>							
Additional Credit:	1.5						

<b>KEY: AYP STATUS</b>		<b>KEY: QUALITY REVIEW SCORE</b>					
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.							
<i>Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.</i>							
** <a href="http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf">http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</a>							

**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 <b>type here</b>	District <b>29</b>	School Number <b>116</b>	School Name <b>William C. Hughley</b>
Principal <b>Barbara Fuller</b>		Assistant Principal <b>B. Williams, D. Farrow</b>	
Coach <b>C. Clayton</b>		Coach <b>R. Sterrett</b>	
Teacher/Subject Area <b>I. Winley, Computer/Data</b>		Guidance Counselor <b>type here</b>	
Teacher/Subject Area <b>T. Daleo-Doussi, ESL</b>		Parent <b>type here</b>	
Teacher/Subject Area <b>M. Casaceli, ESL</b>		Parent Coordinator <b>F. Mooklal</b>	
Related Service Provider <b>J. Williams, Dean</b>		Other <b>type here</b>	
Network Leader <b>type here</b>		Other <b>type here</b>	

### 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	<b>2</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>848</b>	Total Number of ELLs	<b>74</b>	ELLs as Share of Total Student Population (%)	<b>8.73%</b>
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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. Upon registration, parents/guardians are given the Home Language Identification Survey (HLIS), to complete. If the parent/guardian demonstrates limited English proficiency, we attempt to find an interpreter, who then conducts an oral interview and assists with the completion of the registration.

If one (1) answer from questions 1-4 and two (2) answers from questions 5-8 indicate languages other than English, then the student is identified as a possible LEP and LAB-R (Language Assessment Battery Revised) is administered within the first 10 days of admission. If the student's home language is Spanish, then we also administer the Spanish LAB-R.

The results then are interpreted according to the LAB-R cut score chart, and if the student is identified as a Beginner, Intermediate or Advanced, then the student is entitled to services.

The school then contacts the parent/guardian for orientation, which informs them of the different programs available for the student. The parent/guardian then makes a choice and completes the Program Selection Form. If the choice is ESL, then the student is placed in an appropriate level group. If the parent chooses a program that is other than ESL, then we contact other schools that have the program to accommodate the student.

\* The following pedagogues are responsible for conducting the initial screening and administering the HLIS. ESL teachers are responsible for administering the LAB-R. The translation unit will be contacted if there no pedagogues in the building that are qualified to translate in a language that no one in the school has.

- Teresa Daleo-Doussi, certified ESL teacher
- Margarit Casaceli, certified ESL teacher
- Marisol Minueza, educational Assistant- Spanish
- Mr. Renois, guidance counselor- French and Creole
- Ms. Rhuma, speech therapist – French and Creole

The last three persons who assist with interviews, are native speakers of the above listed languages and deemed qualified to perform the translation service.

\* At the beginning of each academic year, we review the NYSESLAT scores from the previous spring and evaluate each student's progress in each of the four modalities. Based on their proficiency level, the students then are grouped as Beginners, Intermediates and Advanced. The first two groups receive 360 minutes of instruction per week, and the Advanced receives 180 minutes of instruction per week.

- We also differentiate instruction to accommodate specific needs in each modality.

2. To ensure that parents/guardians understand all three program choices available to their children, we invite them to watch the DOE Orientation Video for Parents of Newly Enrolled English Language Learners. The video explains in detail what Transitional Bilingual Education, Dual Language and Freestanding ESL are and how they work. If possible, we invite a pedagogue who speaks the family's language to explain and answer questions if necessary. Then the Program Selection Form is completed and a program is selected by the parent/guardian. If the program selected is not available at PS/IS 116, then a teacher or the parent coordinator immediately reaches out to the schools that have the program to see if they can accommodate the student. If so, then the parent is given the information about that school and transportation available to the student.

To ensure that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, first we make sure that every student on the list has received a letter to take home. If the letters are not returned the following day, we call the student's home to remind them to return the form. Frequently, we may meet some parents either in the morning or at dismissal to remind them about returning the forms. We may send a letter a second or even a third time, continue calling to remind the parents to sign and return the letters, yet sometimes, despite all efforts, we do not get a signed form back.

After parents/guardians viewed the Orientation Video and understood the three different programs, 72 out of 74 current students' parents selected freestanding ESL at the time of program selection. Two parents selected transitional bilingual program, and after we found a school with such program that had space for that student, the parent changed her mind because of the location of the new school and chose to keep her child at PS 116. The selection of ESL versus other programs has been the trend in the past few years.

3. To ensure that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, we first make sure that every student on the list has received a letter to take home. If the letters are not returned the following day, we call the student's home to remind them to return the form. Frequently, we may meet some parents either in the morning or at dismissal to remind them about returning the forms. We may send a letter a second or even a third time, continue calling to remind the parents to sign and return the letters, yet sometimes, despite all efforts, we do not get a signed form back.

4. The criteria used for placing the ELLs in homogeneous groups is the Lab-R cut score which identifies them either as a beginner, intermediate or advanced level. Letters are sent home in their native language to inform the parents of their child's placement and frequency of services. In addition, parents receive calls from a pedagogue speaking their native language to make sure they are informed and understand the placement of their child in the ESL program.

5. After reviewing the Parent Survey and Program Selection forms for the last three years, the trend is overwhelmingly for freestanding ESL. The numbers are as follows; 2007-08; 24 out of 25 chose ESL (1 in ESL by defaulted paperwork)  
 2008-09; 15 out of 16 chose ESL ( 1 chose Bilingual, later changed her mind)  
 2009-10; 19 out of 19 chose ESL  
 2010-11, 22 out of 23 chose ESL (1 chose Bilingual, later changed to ESL)

6. Yes, the program models offered in our school are aligned with parent requests.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)  
 Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														

Self-Contained														0
Push-In		1				1								2
<b>Total</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>2</b>						

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

Number of ELLs by Subgroups							
All ELLs	74	Newcomers (ELLs receiving service 0-3 years)			58	Special Education	4
SIFE	7	ELLs receiving service 4-6 years			11	Long-Term (completed 6 years)	6

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Dual Language	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
ESL	<input type="text" value="57"/>	<input type="text" value="5"/>	<input type="text" value="3"/>	<input type="text" value="11"/>	<input type="text" value="2"/>	<input type="text" value="1"/>	<input type="text" value="6"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="74"/>
<b>Total</b>	<b><input type="text" value="57"/></b>	<b><input type="text" value="5"/></b>	<b><input type="text" value="3"/></b>	<b><input type="text" value="11"/></b>	<b><input type="text" value="2"/></b>	<b><input type="text" value="1"/></b>	<b><input type="text" value="6"/></b>	<b><input type="text" value="0"/></b>	<b><input type="text" value="0"/></b>	<b><input type="text" value="74"/></b>

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

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

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

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	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

<b>Freestanding English as a Second Language</b>														
<b>Number of ELLs by Grade in Each Language Group</b>														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	13	11	5	7	3	6	1	2	2					50
Chinese				1										1
Russian														0
Bengali	1		2			2	2	1	1					9
Urdu														0
Arabic			1	1										2
Haitian	1		1			3	1							6
French	1		1	2		1								5
Korean														0
Punjabi														0
Polish														0

## 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
Albanian														0
Other		1												1
<b>TOTAL</b>	<b>16</b>	<b>12</b>	<b>10</b>	<b>11</b>	<b>3</b>	<b>12</b>	<b>4</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>74</b>

## 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.

The organization model used at PS/IS 116 is the pull-out model for grades K, 2nd, 3<sup>rd</sup>, 4th, 6<sup>th</sup>, 7<sup>th</sup> and 8th. For grades 1 and 5, the push-in model is utilized. Most groups are homogeneous in nature, though a few groups are heterogeneous, due to scheduling and student needs. We have two full time, certified ESL teachers. One teacher services K-2 and the other services 3-8. This distribution of grades serviced is fluid from year to year, meaning that some students from one grade can be serviced by the teacher who has other grades, depending on proficiency level and age. Students who are Beginners and Intermediates receive eight- 45 minute periods of ESL per week totaling 360 minutes. Advanced students receive four- 45 minute periods per week, totaling 180 minutes. The ESL teachers in our school work with classroom teachers to help support ELLs with content area classwork. During our pull-out periods of instruction, content area work, in English, is taught by differentiated instruction. Some of the approaches used are:

\* Modeling explicitly by giving clear examples of what is requested of them for imitation.

\* Bridging- an approach of learning new concepts and language by firmly building them on the students previous knowledge and understanding.

\* Contextualization- using manipulatives, pictures, film (w/o sound) and other resources to engage the students.

\* Schema Building- clusters of meaning that are interconnected will help with their understanding of new concepts.

\* Text Re-Presentation- engaging the students in activities that require them to change linguistic constructions they found modeled in one genre into forms used in another genre.

Our plans for different subgroups of our school are as follows. Students with Interrupted Formal Education are usually given their literacy block ( 2 periods per day) in a lower grade class, to help them catch up with what they might have previously missed. SIFE students are also targeted for peer tutoring and Academic Intervention Services. The SIFE students participate in our "Extended Day" program twice a week, for 2 1/2 hours a week. They are also offered all programs offered after-school, including the "Learn It" program and ESL After-school Program. Our newcomers are supported by 360 minutes of ESL, AIS, along with our special after-school program. We at PS/IS 116 have implemented a new computer program for ELLs called " Imagine Learning". " Imagine Learning" uses modeled instruction, guided

practice and immediate, instructive feedback to each student during usage. The program focuses on phonemic awareness, vocabulary, conversation, letter recognition and story comprehension. Students are also encouraged to record their responses and compare their speech to the modeled responses." Imagine Learning" also includes pre and post test scores, along with individual reports that enables teachers to monitor student progress.

Most of our long-term ELLs are still struggling with their writing skills so instruction has been focusing on the Writer's Workshop model and literature that is better suited for older students. Our students with disabilities (SWDs) are also invited to our after-school program and receive their 360 minutes of instruction to meet their needs. Almost all of the ELL's are in the extended day program either with their ESL teacher or classroom teacher. As far as ELLs that have attained proficiency, we support them for their first 2 years by continuing to provide them with their NYS approved testing modifications. They are also encouraged to attend our ESL after-school program, where they can get homework help and continue to work on their English skills. All ELLs (former, SWD and current) are also invited to all our cultural and special events, such as trips, Hispanic Heritage Month celebrations, Chinese New Year celebrations and Cinco de Mayo celebrations, to name a few. Our ESL teachers also continue to work informally with their former ELLs in order to provide support when needed.

Paste response to questions 1-4 here

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

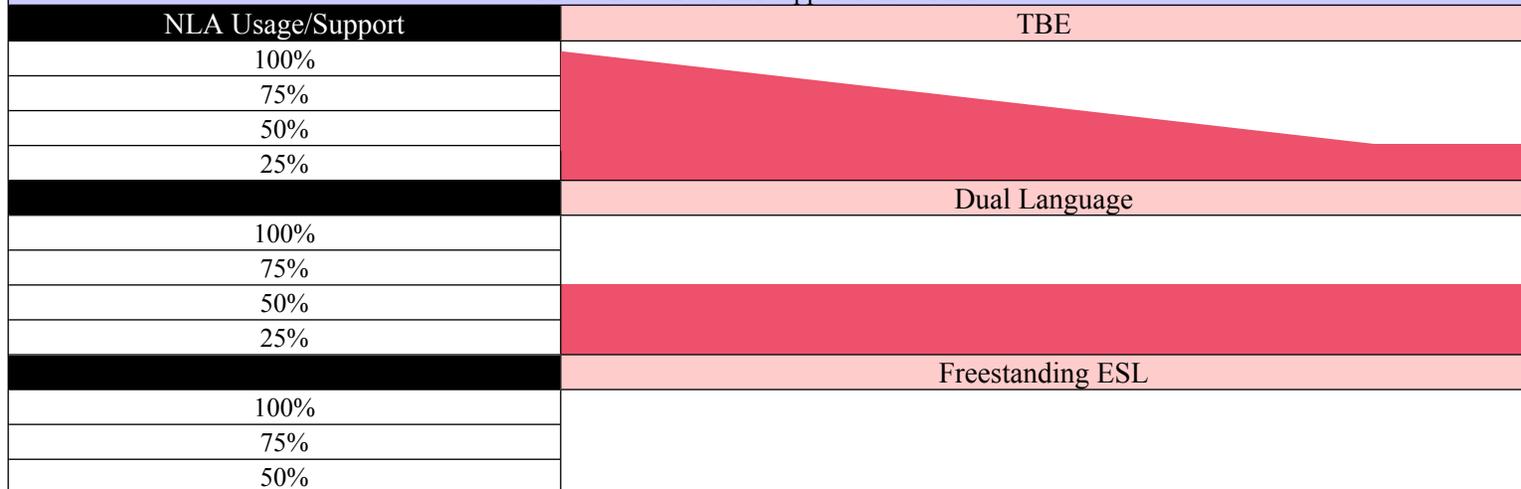
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native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

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Arts and Native Language Support**

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



25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

**B. Programming and Scheduling Information--Continued**

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

Intervention programs for ELLs in literacy include AIS(Academic Intervention Support program) , Reading Recovery (when possible) and extended day program. We also use technology to support literacy by using the "Imagine Learning" program and "BrainpopESL. We also use BrainpopEspanol and brainpopJr. to support science, social studies and math concepts. ELLs are also encouraged to use computer programs that are available to the total school population such as "Everyday Math" and "Starfall". ELL's are afforded the same opportunities that the rest of the population are offered. Whenever possible, notices about events/or programs are sent out in as many languages as possible, so that all parents/guardians can know about offerings for their child. We are currently working on a grant where we will be receiving services and programs from the Houghton Mifflin Company. We would be using the Destination Reading and On our Way to English Programs. All teachers, as well the ESL teachers, would be trained how to use the Destination Reading Program and would also be given training on methods to help ELLs and other struggling students in their classrooms. Our ESL teachers currently use the "Avenues" program by Hampton Brown, "Grammar with a Grin" by Sundance, Number and Classification Concepts" by Newbridge and "Spellography" by Soprist West.Each teacher is also expected to supplement the "America's Choice" units of study on each grade and support content area instruction in math, science and social studies. Native language support is given provided offering students literaturein their native language. There are no language electives offered in our school.

14. There are no language electives offered to ELLs.

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

N/A

### D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

The two ESL teachers, Ms. Daleo and Ms. Casaceli attend workshops offered by the oell. Other teachers who work with the ELLs also attend these workshops. The workshops address issues that involve the ELL's academic needs such as writing, reading and building academic vocabulary.

As ELLs transition from elementary to middle school, we try to provide as much support as possible to the staff to assist ELLs. We provide them with data about their performance, specifically the NYSESLAT scores, to see where their weaknesses are and what strategies are needed to help these students achieve proficiency. We provide the staff with PD and other resources to help the ELLs improve their academic language which becomes more important and more difficult in middle school than in elementary school.

We provide minimum 7.5 hours of ELL training for all staff, including non-ELL teachers, by offering in-house workshops during lunch periods, ("lunch-and-learn"), workshops after school or on Saturdays. More professional development opportunities will be offered to all teachers of ELLs. Professional development of ESL teachers is done on a regional level and should be offered to non-ESL teachers as well. Coaches, administration, consultants, ISSs, as well as the ESL teachers, should assist in professional development. There should be more consistent "planning periods" for classroom and ESL teachers, as well as educational assistants, to share in. Training should be held for educational assistants to assist their students, whether it be in a special education setting or not, in ESL methodologies. We at PS/IS 116 are a "Community of Learners" and help each other with positive and high expectations for all children.

Teachers of ELL's attend as many workshops as are available through the Office of English Language Learners (OELL). The postings do not come out until September or October, so we currently cannot say which ones we will attend. These workshops are also offered to classroom and content area teachers, so that they can attain their 7.5 hours of ESL training, along with training provided by school staff. The professional plan for school staff from our ESL department are the following:

September: "Who are ELL's? How they are identified and implications for testing."

November: ""Demystifying ELL Data."

December: "Supporting vocabulary development in content areas."

February: ""Using scaffolding techniques to help with group work,"

April: "What is the NYSESLAT?"

Teachers will also meet monthly with K-8 grade teachers, during grade meetings, to share data and give assistance as necessary.

AT PS/IS 116, we offer as much translation services as we can, to assist parents and students as they are choosing their new High School. Our ESL teachers also assist students who qualify for the "Summer Intensive English Language Program", that is offered through the City of New York and the NYC Department of Education. This program gives the students the opportunity to work on their writing and literacy skills on a NYC college campus. They are well supervised and are given the opportunity to use the College's amenities.

## E. Parental Involvement

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

Paste response to questions 1-4 here

1. The school Parent Coordinator involves the parents by organizing workshops every week on various relevant topics that address the needs of the ELL community. There are parent trips, adult ESL classes for the ELLs parents, and translation services. There is also a parent library in the main library. The PTA has monthly meetings to inform the parents of the school news and also address the needs of the parents about their children's education.
2. There is the Learning Garden for the ELLs parents that teaches about health and nutrition. There is also a Cookshop that teaches them healthy eating for themselves and their children. An organization called HELP-ROADS did a workshop to address healthy relationships in the family, discuss good parenting practices and stress-management.
3. The PTA gives out a questionnaire and provides translation to find out the needs of the parents. During the monthly PTA meetings they do a survey and have open discussions to understand the needs of the parents. The Parent Coordinator talks with the parents every day at dismissal to keep them updated about school news, gives out correspondence about the events and questionnaires about the needs of the families.
4. Based on the answers of the parent questionnaire and the results of the parent survey, the Parent Coordinator and the PTA plan their workshops and their activities. The activities change as the needs of the families change.

## 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	6	3	2	1	4	0	0	0					23
Intermediate(I)	1	6	4	5	0	2	2	1	1					22
Advanced (A)	8	0	3	4	2	6	2	2	2					29
Total	16	12	10	11	3	12	4	3	3	0	0	0	0	74

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	7	2	0	2	1	2	1	0	0				
	I	1	2	1	1	0	1	0	0	1				
	A	8	4	7	3	0	5	3	3	2				

	<b>P</b>	0	4	2	5	2	4	0	0	3				
READING/ WRITING	<b>B</b>	15	7	3	2	1	4	1	0	0				
	<b>I</b>	1	5	4	5	0	3	1	1	2				
	<b>A</b>	0	0	3	4	2	5	1	2	3				
	<b>P</b>	0	0	0	0	0	0	1	0	1				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	2	3	0	6
4	0	4	0	0	4
5	4	2	0	0	6
6	1	1	4	0	6
7	1	5	1	0	7
8	0			0	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	0		5		1		0		6
4	1		4		1		0		6
5	4		2		0		0		6
6	1		1		0		0		2
7	1		4		1		0		6
8	0						0		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	6		3		1		0		10
8					0		0		0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	4				1				5
8					0		0		0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

The tools PS/IS 116 uses to assess the early literacy skills of the ELLs are ECLAS-2, TC and DRA. The insights the data provide about the ELLs is their alphabet recognition, decoding, phonemic awareness, fluency, reading comprehension and vocabulary.

One of the patterns revealed by the data patterns across proficiency levels in NYSESLAT and grades is that there is a correlation between the scores of each modality in NYSESLAT and the scores in their grade assessments.

The patterns across NYSESLAT modalities affect instructional decision by showing the weaknesses and strengths of each student. The teacher is able to tailor lessons that address the weakness and focuses on improving a targeted area. A differentiated instruction is implemented to address the needs of all ELLs.

The Periodic Assessment gives an early look at the needs of the ELLs in each modality, helping teachers understand how to plan instruction to better meet the student's needs.

We evaluate the success of our programs for ELLs by looking at the results. If students achieve proficiency in 4-6 years or less, then the program is deemed successful.

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

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

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

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

**School DBN: 29Q116**

*All Title I SWP 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:	\$594,343	\$19,354	\$613,697
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$5,943	\$194	\$6,137
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$29,717	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$59,434	*	

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" <sup>1</sup> 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 <sup>2</sup> 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	✓			\$499,249		12-14, 18, 20-22, 26-28
Title I, Part A (ARRA)	Federal	✓			\$19,160		12-14, 18, 20-22, 26-28
Title II, Part A	Federal	✓			\$142,434		12-14, 18, 20-22, 26-28

<sup>1</sup> **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.

<sup>2</sup> **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.

Title III, Part A	Federal	✓			\$15,000		12-14, 19, 24, 26-27, 33
Title IV	Federal			✓			
IDEA	Federal	✓			\$125,531		12-14, 18, 20-22, 26-28
Tax Levy	Local	✓			\$3,449,789		12-14, 18, 20-22, 26-28