



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : ___P.S. 116 ELIZABETH L. FARRELL_____

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): ___32K116_____

PRINCIPAL: ___SEIW KONG_____ **EMAIL:** ___SKONG@SCHOOLS.NYC.GOV_____

SUPERINTENDENT: ___LILLIAN DRUCK_____

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Seiw Kong	*Principal or Designee	
Erik Schrynemakers	*UFT Chapter Leader or Designee	
Myrna Rivera	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Debbie Diaz	Member/Assistant Principal	
Mary Nunez	Member/Teacher	
Brita Daemgen	Member/Teacher	
Marina Limon	Member/Parent	
Anita Ramkishun	Member/Parent	
Elisenda Martinez	Member/Parent	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 - To improve grades 4 and 5 English Language Learners' (ELLs) performance in literacy.
 - By June 2012, 50% of Grades 4 & 5 ELLs will be targeted to increase one performance level or more as measured by the End-Line Mock ELA exam.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
 - Based on our School Report Card 2010-2011, our ELLs population met the AYP in ELA through the Safe Harbor Target.
 - Our ELLs subgroup consists of 35% of grades 4 and 5 student population
 - We have 14 students in Grade 5 who are in a Bilingual ICT and Self-Contained Special Education setting

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
 - Teachers will administer a Baseline Mock ELA in November to determine students' projected performance level on the NYS ELA examination.
 - Teachers will develop an item analysis of the Baseline & End-Line ELA Mock Exam to gain insight to the specific needs of ELL students according to standard and performance indicators.
 - Teachers will utilize the Baseline Mock ITA data to determine small groups and differentiate reading and writing instruction to address student needs.
 - Teachers will administer the End-Line Mock ELA in March to determine which skills and strands students have acquired and to target they have not mastered yet.
 - Administrator will meet teachers on a one to one basis to discuss student progress by analyzing student data in November and March Grade Conferences.
 - Teachers will utilize Teachers College (TC) Running Records and the Reading Tracker to determine the reading groups for Guided Reading 4 times a year.
 - Integrating best practices for ELLs, such as accountable-talk for oral language development and provide specific strategies to increase student literacy skills.
 - Hired two Lead Teachers to provide instruction to Grade 4 ELLs class. Lead Teachers will model ELLs strategies to other ELLs classroom teachers.
 - Classroom teachers will revise curriculum maps aligned to Common Core Learning Standards to increase instructional rigor and coherence.
 - One 37 ½ minute extended day session per week will be dedicated for staff to participate in Collaborative Inquiry Teams to target ELLs at-risk students.
 - Teachers will utilize an interactive white board and technology resources to increase student language acquisition opportunities by addressing a variety of learning styles and to increase student engagement.
 - Online computer software, such as Destination Reading, AWARDS, Treasures' online leveled readers, starfall.com, and brainpop.com will be utilized by

- students to provide additional support to improve decoding skills and increase reading comprehension.
- Teachers will increase vocabulary instruction from the Treasures ELA program. Students will be routinely exposed to multisyllabic words, prefixes/suffixes for word building, and academic vocabulary.
- Teachers will monitor student progress with running records and evidence of small group strategy lessons.
- Inter-visitation to P.S. 31 to view I.C.T. instructional program to provide support to our Grade 5 Integrated Co-Teaching (ICT) Bilingual program in December 2011.
- After School Academy for Success will be provided for level 1 and 2 ELLs.
- Saturday ELLs Academy will be provided to all ELLs to support language acquisition in Reading, and Writing.
- Level 1 and 2 at-risk students will receive online AIS on Destination Reading and AWARDS.

Strategies to increase parental involvement

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Reading strategies on Daily Reading Response is disseminated in September, 2011 on Meet the Teacher Night.
- Reading Response Questions will be provided to parents to support their children in reading and writing responses.
- Workshops for parents on the components and structure of the ELA in December, 2011 and NYSESLAT in February, 2012. Parents will be aware of the tests standards. They will be given strategies on how to support their children’s learning in reading comprehension. Parent with children with behavioral issues which affected or impeded their learning will be provided with a seven night session workshop on how to handle defiance in children and encouraging strong parent-children communication.
- The Parent Coordinator will host homework strategies workshop for parents.
- The Parent Coordinator will share information and respond to parents’ questions and inquiries on ELA.
- Parents will be trained on how to use ARIS Parent Link.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current the staff becomes highly qualified, in order to achieve this goal.
- - Hired Lead Teachers who specialize in Reading, Writing, and Science to address the needs of the ELLs students.
 - One Lead Teacher is assigned as a mentor to new teachers to provide one to one support.
 - Lead Teachers will provide professional development to all teachers.
 - Hired a Social Studies and Science Coach to support literacy through content areas and provide professional development to all teachers.
 - The secretary will work closely with the network HR point to ensure that non-HQT meet all required documentations and assessment deadlines.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- We have a fruit snack program where grades K-5 students were provided with fruit snack in the afternoon. Students who have early lunch could snack in the afternoon so that students are not hungry and could better concentrate on their class work.
- Legal Lives Bureau, District Attorney will meet with Grade 5 ELLs bi-weekly to expose students about the law and develop critical and analytical cognitive skills by getting them to think about what they might do in various situations; consequences of their actions and their ability to make proper choices in

difficult situations.

- Our Guidance Counselor and Parent Coordinator reach out to the parents or guardians of students who are in temporary housing. They will assess their needs and supply them with any basic materials or clothing needed to ensure these students continue to achieve academically. We will provide food during holiday seasons and basic hygiene supplies along with gifts for the holidays.
- We contracted The Town-Hall educational consultant/artist to work with our students in theater production to promote reading and writing along with increasing confidence and speech articulation.
- Coalition for Hispanic Family Services provides After School Program for low income family. They provide homework support, art therapy and dance activities to students. They also provide tutoring to Extended Day students and Saturday Academy for Success.
- Ridgewood Bushwick provides homework help and extra-curricular to our students.
- Make the Road provides ESL classes, and orientation on tenants and landlords rights.
- Assemblyman offers workshops on Department of Labor, Housing programs, violence preventions and other community related workshops
- UFT online HW help where students could call.
- New Life Child Development Center provides free Head Start program to children before entering Kindergarten.
- Brooklyn Center for the Independence of the Disabled provides workshops on transition to elementary to middle and to high school, Individualized Educational Plan.
- CAMBA provides workshops on eviction, foreclosures, legal help, and family services.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - Title I for Student in Temporary Housing
 - Title I for Academy for Success After School Program
 - Title 1 Professional Development
 - Title I for Lead Teacher
 - Title III for Saturday Academy
 - Title III for NYSESLAT materials
 - ARRA RTTT Data Specialist per session
 - Contract for Excellence for Test Preparation materials
 - Fair Student Funding for Teachers
 - TL NYSTL Software
 - TL Translation Funding for Parental Workshops
 - Title I Translation for Parental Workshops and translation of documents

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 - To improve grades 4 and 5 Special Education students' performance in literacy.
 - By June 2012, 30% of 4th and 5th grade Special Education students will be targeted to increase one performance level or more as measured by ELA End Line Mock.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
 - The 2010-2011 NYS School Report Card indicated that our Special Education students met the AYP in ELA through the Safe Harbor Target.
 - We have Grade 4 and 5 ICT classes with newly arrived students who needs more support in language acquisition.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
 - Teachers will administer a Baseline Mock ELA in November to determine students' projected performance level on the NYS ELA examination.
 - Teachers will administer the End-Line Mock ELA in March to determine which skills and strands students have acquired and to target skills they have not mastered yet.
 - Teachers will develop an item analysis of the Baseline & End-Line ELA mock exam to gain insight to the specific needs of Special Education students according to standard and performance indicators.
 - Administrator will meet teachers on a one to one basis to discuss student progress by analyzing student data in November and March Grade Conferences.
 - Classroom teachers will revise curriculum maps aligning content to Common Core Learning Standards to create instructional rigor and coherence.
 - Classroom teachers will provide ongoing support for students through differentiated instruction with the use of Response to Intervention (RTI) strategies.
 - Teachers will increase vocabulary instruction through the Treasures program. Students will be routinely exposed to multisyllabic words, prefixes/suffixes for word building, and academic vocabulary.
 - Special Education teachers will visit P.S. 31 to view, analyze, and incorporate new instructional strategies into an ICT setting.
 - Reading Tracker and TC Running Records will be utilized to form guided reading groups four times a year.
 - Administrators will monitor mid- and end-of-unit assessments to ensure student progress and how this impacts instruction.
 - SETSS will provide push-in support to ensure individual student needs are met within the classroom setting.
 - SETSS and Special Education teachers will administer and analyze student surveys to better address individual needs and learning styles.
 - One 37 ½ minute extended day session per week will be dedicated for staff to participate in Collaborative Inquiry to target Special Education students.

- Special Education students will be offered the opportunity to attend After School Programs.
- Extended day will be mandated for all Special Education students in grades 4 and 5.
- Teachers will look into student work to address the learning gaps based on the CCLS. Teachers will then refine their lesson plans to provide instruction to address student needs to bridge the learning gap.
- Teacher will track student needs using running records and evidence of small group strategy lessons.
- After School Academy for Success will be provided for level 1 and 2 Special Education students.
- Saturday Academy will be provided to all Special Education students to support them in Reading and Writing.
- Level 1 and 2 at-risk students will receive online AIS on Destination Reading.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - Reading strategies on Daily Reading Response is disseminated in September, 2011 on Meet the Teacher Night.
 - Reading Response Questions will be provided to parents to support their children in reading and writing responses.
 - Workshops for parents on the components and structure of the ELA in December, 2011 and NYSESLAT in February, 2012. Parents will be aware of the tests standards. They will be given strategies on how to support their children's learning in reading comprehension. Parent with children with behavioral issues which affected or impeded their learning will be provided with a seven night session workshop on how to handle defiance in children and encouraging strong parent-children communication.
 - The Parent Coordinator will host bookmaking and homework strategies workshop for parents.
 - The Parent Coordinator will share information and respond to parent's questions and inquiries on ELA.
 - Parents will be trained on how to use ARIS Parent Link to access their children information.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - Hired one Lead Teachers who specialize in ELA to provide professional development to ICT teachers.
 - One Lead Teacher is assigned as a mentor to new special education licensed teachers.
 - Lead Teachers provide professional development to all special education teachers.
 - Hired a Social Studies and Science Coach to support literacy through content areas and provide professional development to all teachers.
 - The secretary will work closely with the network HR point to ensure that non-HQT meet all required documentations and assessment deadlines

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - We have a fruit snack program where grades K-5 students were provided with fruit snack in the afternoon. Students who have early lunch could snack in the afternoon so that students are not hungry and could better concentrate on their class work.
 - Legal Lives Bureau, District Attorney will meet with Grade 5 ELLs bi-weekly to expose students about the law and develop critical and analytical cognitive skills by getting them to think about what they might do in various situations; consequences of their actions and their ability to make proper choices in

difficult situations.

- We hired one Lead Teacher, one who is specialized in ELA to work with special education teachers in increasing reading comprehension.
- We hired another Lead Teacher who is strong in Science to integrate reading skills into Science content area to increase their reading performance. She will model to all special education teachers in using the interactive board to increase student engagement and increase higher order thinking in discussion groups.
- Our Guidance Counselor and Parent Coordinator will reach out to the parents or guardians of special education students who are in temporary housing. They will assess their needs and supply them with any basic materials or clothing needed to ensure these students continue to achieve academically. We will provide food and basic hygiene supplies along with gifts for the holidays.
- We contracted The Town-Hall educational consultant/artist to work with our special education students in theater production to promote reading and writing along with increasing confidence and speech articulation.
- Coalition for Hispanic Family Services provides After School Program for low income family. They provide homework support, art therapy and dance activities to students. They also provide tutoring to Extended Day students and Saturday Academy for Success
- Ridgewood Bushwick provides homework help and extra-curricular to our students
- Make the Road provides ESL classes, and orientation on tenants and landlords rights
- Assemblyman offers workshops on Department of Labor, Housing programs, violence preventions and other community related workshops
- UFT online HW help where students could call
- New Life Child Development Center provides free Head Start program to children before entering Kindergarten.
- Brooklyn Center for the Independence of the Disabled provides workshops on transition to elementary to middle and to high school, Individualized Educational Plan
- CAMBA provides workshops on eviction, foreclosures, legal help, and family services

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - Title I for Student in Temporary Housing
 - Title I for Academy for Success After School Program
 - Title 1 Professional Development
 - Title I for Lead Teacher
 - Title III for Saturday Academy
 - Title III for NYSESLAT materials
 - TL NYSTL Software
 - ARRA RTTT Data Specialist per session
 - Contract for Excellence for Test Preparation materials
 - Fair Student Funding for Teachers
 - TL Translation Funding for Parental Workshops
 - Title I Translation for Parental Workshops and translation of documents

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 - To improve grades 3, 4 and 5 special education students' performance in mathematics.
 - By June 2012, 35% of special education students in grades 3, 4 and 5 will be targeted to increase one performance level or more as measured by the End-Line NYS Math Mock.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
 - The 2010-2011 NYS School Report Card indicated that our Special Education met the AYP in Mathematics with Safe Harbor Target.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
 - Teachers will administer a Baseline Mock Math in November to determine students' projected performance level on the NYS Math examination.
 - Teachers will administer the End-Line Mock Math in March to determine which skills and strands students have acquired and to target skills they have not mastered yet.
 - Teachers will develop an item analysis of the Baseline & End-Line Math mock exam to gain insight to the specific needs of Special Education students according to standard and performance indicators.
 - Teachers will revise curriculum maps that align to the Common Core Learning Standards to create rigor and coherence throughout the school.
 - Teachers will provide ongoing support for students through differentiated instruction using RTI model and progress monitoring.
 - Teachers will utilize *Envisions Online Instructional Support* via an interactive whiteboard to increase student engagement and address various learning styles in mathematics.
 - Monitoring of Student math portfolios to track progress.
 - One teacher per grade will serve as a member of the Math Committee which will meet three times per month to discuss best practices, plan rigorous mathematics instruction, and turnkey to the other members of their grade level team.
 - Bo-Monthly grade level planning sessions will be implemented in order to plan for *Envisions* and explore gaps in the curriculum based on assessments and standards
 - Teachers will analyze student work to address the gaps based on the CCLS and refine lesson plans to provide instruction to address student needs.
 - Teacher will track student needs using the RTI monitoring log
 - SETSS and Special Education teachers will conduct Universal Design for Learning (UDL) assessment on student needs and learning style to better

- understand their students' strengths and weaknesses in mathematics mastery
- Student math portfolios will be kept to monitor student progress.
- After School Academy for Success will be provided for level 1 and 2 Special Education students.
- Saturday Academy will be provided to all Special Education students to support them in Mathematics.
- Level 1 and 2 at-risk students will receive online AIS on Destination Mathematics.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - Math Coach will host a Math Workshops for parents on the components and standards. Parents will be provided with the strategies of teaching mathematics to better support their children's learning in mathematics concepts.
 - Parents who have children with behavioral issues which affect or impede their learning will be provided with a seven night session workshop on how to handle defiance in children and encourage strong parent-children communication.
 - The Parent Coordinator will share information and respond to parent's questions and inquiries on Mathematics.
 - Parents will be trained on how to use ARIS Parent Link.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
 - Hired a Lead Teacher who specializes in Mathematics to address the needs of the special education students
 - One Lead Teachers is assigned as a mentor to new special education teachers
 - Lead Teachers will provide professional development to all teachers in mathematics
 - Hired a Math Coach to provide support to students and teachers
 - The secretary will work closely with the network HR point to ensure that non-HQT meet all required documentations and assessment deadlines

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - We have a fruit snack program where grades K-5 students were provided with fruit snack in the afternoon. Students who have early lunch could eat in the afternoon so that students are not hungry and could better concentrate on their class work.
 - Legal Lives Bureau, District Attorney will meet with Grade 5 ELLs bi-weekly to expose students about the law and develop critical and analytical cognitive skills by getting them to think about what they might do in various situations; consequences of their actions and their ability to make proper choices in difficult situations.
 - We hired a Lead Teachers, one who is specialized in Mathematics to provide professional development to classroom teachers in Mathematics. Lead teachers will model and use interactive board to increase student engagement in learning mathematics.
 - Our Guidance Counselor and Parent Coordinator will reach out to the parents or guardians of special education students who are in temporary housing. They will assess their needs and supply them with any basic materials or clothing needed to ensure these students continue to achieve academically. We will provide food and basic hygiene supplies along with gifts for the holidays.

- Newly registered K students were given mathematic workbook in June to work over the summer before they enter Kindergarten in September to prepare them for the rigorous Kindergarten standards.
- Coalition for Hispanic Family Services provides After School Program for low income family. They provide homework support, art therapy and dance activities to students. They also provide tutoring to Extended Day students and Saturday Academy for Success.
- Ridgewood Bushwick provides homework help and extra-curricular to our students.
- Make the Road provides ESL classes, and orientation on tenants and landlords rights.
- Assemblyman offers workshops on Department of Labor, Housing programs, violence preventions and other community related workshops
- UFT online HW help where students could call and homeworkNYC.org for live online homework help.
- New Life Child Development Center provides free Head Start program to children before entering Kindergarten.
- Brooklyn Center for the Independence of the Disabled provides workshops on transition to elementary to middle and to high school, Individualized Educational Plan
- CAMBA provides workshops on eviction, foreclosures, legal help, and family services

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - Title I for Student in Temporary Housing
 - Title I for Academy for Success After School Program
 - Title I Professional Development
 - Title I for Lead Teacher
 - Title IIB Mathematics Partnership Grant
 - Title III for Saturday Academy
 - Title III for NYSESLAT materials
 - ARRA RTTT Data Specialist per session
 - Contract for Excellence for Test Preparation materials
 - Fair Student Funding for Teachers
 - TL Translation Funding for Parental Workshops
 - Title I Translation for Parental Workshops and translation of documents

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 - To expand teacher's expertise in planning rigorous instruction with the emphasis on strengthening student work and teacher practice based on the Common Core Learning Standards and Danielson Framework for Teaching.
 - By June 2012, 100% of teachers will receive instructional feedback and ongoing professional development with the focus on instructional rigor and looking at student work to address the learning gaps based on the Common Core Learning Standards and the Danielson Framework for Teaching.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
 - We have seven new teachers with 1-3 years of teaching experience.
 - The CCLS has been introduced to all teachers in 2010-2011 school year. During the summer of 2011, curriculum mappings have been partially rewritten integrating the CCLS standards. Beginning of September 2011, teachers were provided with the professional development on CCLS and the Danielson Framework for Teaching but teachers are not fully knowledgeable.
 - Teachers still require more professional development in both the CCLS and the framework to better understanding the instructional rigor and looking at student work to address the learning gaps.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
 - Teachscape online software will be used to gather data for teacher to reflect on their instruction and implementation of next steps to increase teaching effectiveness based on the Danielson Framework.
 - School-wide participation in the Talent Management Pilot program which provides the professional development on the Danielson Framework for Teaching and Competencies Rubric.
 - Principal and the Assistant Principal will conduct six (6) informal observations and two (2) formal observations per teacher based on the Danielson Competencies Rubric.
 - PD will be provided to all staff on teaching and administering of the Talent Management performance Tasks for grades K, 3 and 4 in Fall and Spring.
 - Verbal and written feedback will be provided to teachers in a consistent, short cycle so that teachers can implement the next steps. This feedback can be accessed on Talent Management website via ARIS.
 - The Math Coach will attend workshops for the new math program, *Envisions*, and turnkey the instructional strategies and rigor to the staff. Math Coach will integrate CCLS to Mathematic curriculum mappings.

- Science and Social Studies Coach will provide professional development teachers on the Science and Social Studies curriculum mappings integrated with the CCLS.
- Coaches, Lead Teachers and Data Specialist will provide ongoing professional development to all teachers in assessing student needs and strategizing small group work to increase student academic gains.
- Administer baseline assessments to examine and address gaps in curriculum to improve student learning and progress. Teachers will collect data to monitor progress gains.
- Various personnel will attend in-house PD and out of site workshops, Title IIB Math in aligning curriculum with CCLS and looking at student work and turnkey to all teachers and out of classroom personnel.
- Teacher Needs Survey will be administered in September to assess the professional development needs of teachers. Coaches, Lead Teachers and Data Specialist will group teachers according to their professional development needs and follow through by modeling lessons, conducting inter-classroom visitations, organizing group studies, and planning.
- Literacy, Math, Science, and Social Studies Committees will be created in which every teacher will be a member of one committee. During this time, professional development will be provided by Coaches, Lead Teachers and Administrators. As a follow through, teachers will turnkey to their peers. Committees will look into instructional rigor by refining strategies, lessons planning, assessing student work, developing rubrics, and researching best practices.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - Parents will be provided with workshops to understand the CCLS and how they could support their children in meeting the rigorous standards.
 - Parents will receive workshops on the testing standards which will be aligned to CCLS.
 - Workshops for parents on how to support their children in ELA, Mathematics, Science and NYSELSAT.
 - Workshops on CCLS demands in teachers reform in instruction, which are required for teachers and for their children.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

In order to meet the CCLS requirements and standards, P.S. 116 has:

- Hired Lead Teachers who specializes in Mathematics, Science, Reading and Writing to support teachers.
- One Lead Teacher is assigned as a mentor to new teachers.
- Lead Teachers will provide professional development to all teachers.
- Hired a Math Coach to provide support to teachers in the CCLS for curriculum mappings and lesson plans.
- Hired a Science and Social Studies Coach to provide support to teachers in the writing of the curriculum mappings and lesson plan aligning to the CCLS.
- The secretary will work closely with the network HR point to ensure that non-HQT meet all required documentations and assessment deadlines

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - Lead Teachers, Math Coach, Social Studies and Science Coach will provide professional development on CCLS to teachers on writing all content areas curriculum mappings and lesson plans.
 - Teachers will attend professional development provided by the City and CFN.
 - Professional development and support from the Talent Management Pilot Program.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - Title I Professional Development for Teachers
 - Title I for Lead Teacher
 - Title IIB Mathematics Partnership Grant
 - ARRA RTTT Data Specialist per session
 - Fair Student Funding for Lead Teachers and Math Coach
 - Fair Student Funding for Lead Teachers
 - Children First Network Funding
 - Talent Management Pilot Funding for per session

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 - To engage all students in rigorous performance based tasks in ELA and Mathematics aligned to curriculum units based on the Common Core Learning Standards.
 - By June 2012, 100% of students in grades K-5 will have engaged in one unit of ELA and one unit of Mathematics performance tasks aligned to the CCLS.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
 - Citywide initiative for the ELA and Mathematics instructional expectations.
 - Teachers have to receive professional development for creating the ELA and Mathematics performance task.
 - Teachers needs support and professional development in analyzing student work to address learning gaps

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
 - Literacy and Math Committees represented by one or two teachers from each grade will meet three times per month to discuss the curriculum gaps based on the CCLS. They will adjust and refine their curriculum units and lesson planning to address the learning gaps. Committees will be facilitated by Coaches, Lead Teachers and Administrators.
 - Collaborative Inquiry will meet weekly to create the ELA and Mathematics performance tasks aligned with curriculum unit based on the CCLS to ensure rigor in higher order questions, reading complexity, interdisciplinary connection with other content areas are addressed
 - PD will be provided to Collaborative Inquiry Team on creating the one unit of ELA and Math Performance Task to engage all students in learning
 - Planning sessions and per sessions will be provided for teachers to write the lesson plans and performance tasks.
 - Inquiry groups will develop rubrics based on CCLS for looking at student work

- Teachers will receive PD on assessing student work to address the gaps based on the CCLS. Pd will be provided to teachers on how to bridge the gap by looking at their instruction and strategies to refine their lesson planning
- Teachers will provide scaffold instruction for ELLs and Special Education students in the ELA and Mathematics performance task
- Teachers will create curriculum map aligned to CCLS
- Teachers will create the rubrics for the performance tasks
- Students will be instructed to understand the rubrics and expectations of the performance tasks and their learning.

Strategies to increase parental involvement

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - Parents will be provided with workshops to understand the CCLS and how they could support their children in meeting the rigorous standards.
 - Parents will receive workshops on the testing standards which will be aligned to CCLS.
 - Workshops for parents on how to support their children in ELA, Mathematics, Science, and Social Studies.
 - Workshops on CCLS demands in the teacher instructional reform and their children academic performance

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

In order to meet the Citywide expectation in the ELA and Math instructional bundle P.S. 116 has:

- ELA, Math, Science and Social Studies Teacher Team were created to meet the demands of the instructional bundles. They meet three times per month to discuss the performance tasks.
- Lead Teachers, Math Coach, Social Studies and Science Coach will provide professional development on CCLS to teachers on writing all content areas curriculum mappings and lesson plans.
- Lead Teachers and coaches are assigned to the teacher teams/committees to support and provide professional development to them.
- New teachers are supported by Lead Teachers and experienced teachers.
- The secretary will work closely with the network HR point to ensure that non-HQT meet all required documentations and assessment deadlines.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - Teachers will attend professional development provided by the City and CFN.
 - Professional development and support from the Talent Management Pilot Program

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - Title 1 Professional Development for teachers
 - Title IIB Mathematics Partnership Grant
 - ARRA RTTT Data Specialist per session
 - ARRA RTTT Citywide Instructional Expectation for per session
 - Fair Student Funding for per session

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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	30	N/A	N/A	2	0	0	12
1	49	49	N/A	N/A	1	0	0	19
2	49	49	N/A	N/A	1	0	0	10
3	59	59	N/A	N/A	2	0	0	15
4	67	67	67	67	4	0	0	3
5	51	51	51	51	2	0	0	16
6								
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<p>FUNdations- A multi-sensory approach used to address phonological/phonemic awareness, phonics and spelling difficulties. FUNdations is provided as a small group/pull out intervention to our grades K and 1 at risk students during the regular school day. FUNdations is provided to the Kindergarten, First grade & second grade classrooms as small group instruction for Extended Day</p> <p>AWARDS Reading Program – A balanced literacy program that supports the needs of our ELL and at-risk students. Award Reading is targeted for ELLs in grades K-4 and our CTT classes. Technology can be used on a daily basis and is an integral part of instruction. The program contains powerful assessments and hundreds of engaging and thought provoking print and electronic texts in different genres. It guides children along a leveled continuum of reading, ensuring that they develop the necessary grade-level phonemic awareness, phonics, fluency, vocabulary, comprehension, and technology skills necessary for today’s classrooms.</p> <p>Destination Reading – Online reading program that reinforces the literacy standards for grades 2, 3, 4 & 5.</p> <p>Extended Day- Small group tutoring provided to our Level 1 and 2 students in grades 1-5 (general education, Special Education and Bilingual students).</p> <p>Title I Afterschool Academic Program - small group instruction provided to students in students from grades 3-5.</p> <p>ELLs Saturday Academy- Small group instruction to help the ELLs in grade K-5 to support English language proficiency.</p> <p>Differentiated Instruction in the classroom- Each teacher provides differentiated instruction through conferences, strategy lessons, technology, and guided reading to all students in grades K-5</p>
Mathematics	<p>Extended Day- Small group tutoring provided to our Level 1 and 2 students in grades 1-5 (general education, bilingual and Special Education).</p> <p>Saturday ELLs Academy - Students in grades K-5 will be provided with an intensive afterschool program to support their mathematics learning.</p> <p>Title I Afterschool Academic program - Students in grades 3-5 will be provided with additional instruction in mathematics.</p> <p>Differentiated instruction in the classrooms- Professional development was provided to all teachers on how to best differentiate math instruction in the classrooms. Three specific strands of focus for instruction were number sense, operations, and problem solving.</p> <p>Destination Math- Online program for students in grades 2, 3, 4 and 5.</p>

Science	Differentiated instruction by the Science cluster teacher and classroom teachers during the regular day in Grades 3, 4, and 5. Hands-on instruction and reinforcement in writing short and extended responses. Extensive professional development for teachers in grades 3-5 to support our at risk students in the Science content. Extended Day Science for Grade 4 students After School Programs for Grade 4 students
Social Studies	Differentiated instruction by the classroom teacher during the regular day. Classroom-Initiated Projects on Social Studies themes which will culminate in a published writing piece with integrated prompted & task writing
At-risk Services provided by the Guidance Counselor	Guidance: Small group and individual intervention provided to students focusing on social and coping skills, feelings, character education, and career awareness. Guidance is trained in Peer Mediation and Conflict Resolution. Pulls out small groups for conflict resolution and turnkeys information to all our staff in K-5.
At-risk Services provided by the School Psychologist	Provides mandated services only.
At-risk Services provided by the Social Worker	Provides services to at-risk students on a one to one or small group basis. These services are provided at least one time per week and include talk therapy, role modeling, and play therapy.
At-risk Health-related Services	Vision/Hearing Screening- K-1 students are screened for vision and hearing by the Health Department to provide early detection and services. Grades 2-5 hearing and vision screening is completed by our health aide. Health Cluster Teacher- provides differentiated instruction to students in grades K-2 on health related issues.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support men asserting leadership in education for their children; parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers through PTA and Learning Leaders;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter, monthly calendar or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;
- providing workshops such as, Child Abuse, Domestic Violence, Bedbugs, Landlord and Tenant rights, Anti-Bullying
- providing ESL classes to parents so that they could better support their children academically;
- providing a seven night series workshop on how to equip parent with skills in handling defiance in children, behavior modification and strengthening their communication with their children;

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;

- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer as a Learning Leader and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences; Meet the Teacher Night

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day, GK-10 minutes; G1-20 minutes; G2-25 minutes; G3-59 minutes; G4-40 minutes, G5-40 minutes
- setting limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;
- Talk to our children about what they learned in school.

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn
- work cooperatively with classmates, peers and school staff.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Christopher Groll/ Ada Orlando	District 32	Borough Brooklyn	School Number 116
School Name The Elizabeth Farrell School			

B. Language Allocation Policy Team Composition [?](#)

Principal Seiw Kong	Assistant Principal Debbie Diaz
Coach Christine Britton	Coach Otis Benjamin
ESL Teacher Judy Chen	Guidance Counselor Frances Diaz
Teacher/Subject Area Hilcia Almonte/Bil. Teacher	Parent Myrna Rivera
Teacher/Subject Area Ivelisse Rosario/ESL Teacher	Parent Coordinator Iris Rivas
Related Service Provider Jessica Jackson	Other type here
Network Leader Ada Orlando	Other type here

C. 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	5	Number of certified bilingual teachers	4	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	1	Number of special education teachers with bilingual extensions	3	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	3		

D. School Demographics

Total number of students in school	523	Total Number of ELLs	171	ELLs as share of total student population (%)	32.70%
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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. When parents come in to PS 116 to register their children we have the school secretary sit and explain to them the process of registering their children. The secretary then takes out the HLIS (home language survey) and contacts the ESL teacher. The secretary and licensed and qualified ESL teachers, who is appointed, Judy Chen and Ivelisse Juarbe walks the parents through the form and has it filled out on the spot. Judy Chen speaks English, Cantonese, and Mandarin. Ivelisse Juarbe speaks and writes in Spanish and English. Schools should make every effort to stay in close contact with ELL parents, from administering the HLIS, to informing them of their child's eligibility for ELL services, to collecting the forms that indicate the parent's program choice for their child.

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

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

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

We ensure every child that is eligible to take the NYSESLAT is tested by using ATS reports such as RLER: LBR & RLAT. Notices are sent home to address the importance of the assessment and that every child(ren) eligible to take assessment must come in during the three days (Listening, Reading and Writing). Child(ren) that are absent more than a day will be called in to take assessment, even while out sick. We recommend that parents take child(ren) come in take assessment and then go home. We make it a point that every child is accounted for.

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

2. We have regular PTA president (Mirna Rivera) and school meetings where the programs that are available in our schools are know. Many of our community members know of the school and the programs that we have. During the registration process the appointed pedagogue (Judy Chen - ESL Teacher (K-2); Ivelisse Rosario - ESL Teacher (3-5) notifies the parents of the programs that are available (with translation if needed) to fully understand the programs that they are entitled to such as Dual Language, TBE and/or Freestanding ESL. They will also understand the different programs by watching the video from the Chancellor and the differences between the programs. We also allow time for Q & A, if parents have doubts about programs that are available and/or entitled to.

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

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

Continuation service letters are given out the first week of school to notify parents of their child(ren)s' continued eligibility in participation of our ESL program or TBE (Spanish). Continued entitlement letters are signed and returned to the two ESL teachers. The letters are filed and stored. Any child who does not return the letter will get phone calls or another copy of entitlement letter to ensure that parents are aware of the status of their child.

5. The trend is either the TBE or Freestanding ESL. During 2011-12, 61% of our ELL parents requested Bilingual and 39% requested ESL. About 90% of the parents chose to let their child(ren) remain in Bilingual and 10% wanted their child(ren) in the ESL program. Compared to last year we had more parents requesting Bilingual.

6. More than half of our parents requested Bilingual and/or the Freestanding ESL program. If they chose another program that we could not offer, we would recommend the schools that do have those programs to accommodate said parent(s). The programs offered at our school are aligned with parent requests.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes* <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input checked="" type="checkbox"/>	No* <input type="checkbox"/>	If yes, indicate language(s): N/A

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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	18	15	0	0	0	25								58
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained	6	0	22	17	0	0								45
Push-In	3	18	7	4	31	5	0							68
Total	27	33	29	21	31	30	0	0	0	0	0	0	0	171

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	171	Newcomers (ELLs receiving service 0-3 years)	131	Special Education	24
SIFE		ELLs receiving service 4-6 years	36	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	41	2	5	36		9				77
Dual Language										0
ESL	70		9	24	1					94
Total	111	2	14	60	1	9	0	0	0	171

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	19	15	0	0	0	25								59
Chinese														0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	19	15	0	0	0	25	0	0	0	0	0	0	0	59

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	EL L	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	8	15	28	20	30	5								106
Chinese	1	2	1	1		1								6
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	9	17	29	21	30	6	0	112						

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic

A. Programming and Scheduling Information

content areas and accelerate English language development?

7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. a) Instruction is delivered by self-contained and push-in/pull-out ESL teachers. PS 116 offers a TBE program and a Freestanding ESL Program. Due to parent requests and concerns with regards to their children taking the ELA assessment after the first year of enrollment in NYC schools, they requested monolingual classes for their children, with ESL services. As the requests became frequent over the last three years and in order to minimize the inter-class transfers, with parental consensus, the school, parents, and other constituents opted for K and 1st TBE and maintain our 5th Grade Bilingual. Due to the high volume of newcomers for the upper grades all constituents believed it best to have the TBE program available to our ELLs. As parental choice is of the utmost importance to us decisions are based on feedback from them. If parent requests are high then we will open the classes as we see fit. Our ESL program is offered thru push-in/pull-out model for K-2 and 3-5.

In order to address the critical needs of the increasing population of ELL students, our school has implemented a program of intensive instruction in native language arts (NLA), English as a Second Language (ESL), and English Language Arts (ELA) through the Treasures Program. For our math we use the Everyday Math curriculum (English/Spanish). Students in bilingual classes, grades K-5 receive daily a 90-minute block of literacy in NLA, 90 minutes of ESL for beginners and intermediate students, 45 minutes of ESL and 45 minutes of ELA for advanced students. During the ESL block our teachers use “Treasures” program which teachers have started to initiate and will be used as the core. The Rigby “On Our Way to English” libraries and TC libraries as well (English/Spanish) will be used as a supplemental. For our 3-5th grade classes we have purchased textbooks to align with the Social Studies curriculum and the Social Studies curriculum that we adopted last year (leveled libraries) will be used to support the S.S. curriculum. Science libraries are English/Spanish. The Sciences are taught by the classroom teachers using the state curriculum and our cluster science teacher. In the Bilingual classrooms there are English/Spanish libraries available.

b) We created a predominately ELL class per grade to focus on students with special English language acquisition needs and heterogeneous children, which are mixed level of proficiency levels. In the Kindergarten, 1st, 2nd, and 3rd grade we have licensed ESL teachers serving our ELLs in a self-contained model or in. In 4th grade we have a self contained ESL class that is offered due to the large number of ELLs in that grade. The ESL push-in/pull-out teachers work collaboratively with the classroom teacher of the predominately ELL students to make sure all children are serviced accordingly. The ESL teachers push into the Kindergarten, 1st, 2nd, 3rd, 4th and 5th grade classrooms to service the other ELL students that are not in the self-contained ELL classrooms.

2. For the teaching of Mathematics we follow the Everyday Math curriculum in the native language. Content areas such as Science are taught in NLA, using the ESL approach, with a 10-15 minute summary in their native language. We use the Harcourt Science curriculum for grades 3-5 and FOSS for grades K-2. In Social Studies we have ordered textbooks for all the grades and in previous year, the leveled libraries are used to align with the NYS standards accordingly and is taught in English through an ESL approach and summarized in their native language. The ELLs will continue to receive after-school program that targets ELL students and provide them with additional ESL academic intervention services with a primary focus on Principle 2: Academic Rigor. Integrate ESL/NLA strategies into the Literacy Block in all classrooms with the use of leveled libraries in both languages (English and Spanish). Plan lessons that foster English language

A. Programming and Scheduling Information

development as well as NLA development (i.e. Book Talks, Turn and Talk, Shared/Partner Reading, Read Aloud, Oral Reports, etc.) Provide additional opportunities and materials to foster oral language development and to assist them in making the transition from Spanish to English with a focus on Principle 4: Explicit English as a Second Language (ESL), English Language Arts (ELA) and Native language Arts (NLA) Instruction. Parents are supported through a variety of workshops, parent meetings, and the parent coordinator is in constant contact with our parents.

3. Content areas such as Science are taught in NLA, using the ESL approach, with a 10-15 minute summary in their native language. We use the Harcourt curriculum for grades 3-5 and FOSS for grades K-2. In Social Studies the leveled libraries are used to align with the NYS standards accordingly and is taught in English through an ESL approach and summarized in their native language. The ELLS will continue to receive after-school program that targets ELL students and provide them with additional ESL academic intervention services with a primary focus on Principle 2: Academic Rigor. Integrate ESL/NLA strategies into the Literacy Block in all classrooms with the use of leveled libraries in both languages (English and Spanish).

4. We ensure that ELLs are evaluated in their Native Languages by using their Home Language Survey. Our students are placed in TBE Bilingual (Spanish), where their classroom teachers assess them in English and Spanish. If they are placed in a Free-Standing ESL Program the push-in/pull-out ESL teacher (Ms. Rosario) will assess them if the teachers see a need in their Native Language.

5. a) We currently have 4 SIFE students and they are placed in a Bilingual CTT Setting as well as placed in our self contained ESL classes where the teachers are licensed in ESL and/or Bilingual. They will be getting one on one instruction with classroom instruction as well as intervention with extended day. These children are currently attending afterschool and any other programs that we might have available to them including the Saturday Academy and all enrichment programs such as The Town Hall Theatre.

b) For our ELLS that have been identified as newcomers (1-3 years), we have offered them bilingual programs if they are available and/or placed them in the self-contained or designated ELL classroom, where the ESL teachers push-in to provide extra support. The ELLS are offered extended day, afterschool, and the Saturday Academy as well as all enrichment activities. The teacher and the ESL push-in will provide small group instruction. The coaches will provide teachers with additional support to improve instructional practices to better serve our students.

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

d) We have identified 0 of students as long-term ELLs. However, the plan we have in place for all our ELLs is to continuously apply for the Extension of Services the students annually. We will continually provide support for the targeted students. These students are no longer exempt from taking city/state tests. Based on formal assessments. Teachers use Running Records and the Treasures program to monitor for progress. Continue with our Bilingual and ESL daytime instructional program, which emphasizes on listening and speaking in English. Small group/differentiated instructions in the classrooms will continue to provide the intervention our students need due to budget constraints.

e) The language goals of students with IEPs state that students will acquire language proficiency through TBE/ESL methodologies. Teacher College Running Records, Interim Assessment, EDL (Evaluacion del desarrollo de la lectura) for students with/without an IEP in Bilingual classes are used for differentiated instruction and informational purposes. Teacher assessments, portfolios, Envision Math, and Treasures unit assessments are all formal and informal assessments the school uses to identify the strengths, weaknesses, and needs. Through direct observation and through several assessment tools our 23 ESL students identified as having special needs appear to have difficulties acquiring the English language due to their disabilities. We have CTT Bilingual and push in ESL to accommodate our parents' choices. We continually have PPT (Pupil Personnel Team), School Leadership Team, Study groups, Inquiry-based and Cabinet meetings to update any and all information regarding our student body. In these meetings teachers are invited to attend if the need arises and teachers are collaborating with one another to identify and provide the needs of the students.

6. Instructional strategies that our teachers incorporate are based on the Universal Design Learning Framework, Depth of Knowledge as well as addressing the Common Core Learning Standards. Below are some of the samples of strategies and instructional differentiation that PS 116 teachers use to address our ELL population:

Teaching English language learners to be successful writers depends on the quality of the instructional process, practices, and classroom climate for learning. Research suggests two principles of writing instruction for ELLs. First, literacy instruction should center on understanding and on the communication of meaning. The teachers' role is to support students as they carry out meaningful literacy activities involving the full processes of reading and writing. Second, writing instruction should take place in the context of a rich and

A. Programming and Scheduling Information

challenging curriculum. The teachers' role is to provide instructional materials and activities that meet and challenge a student's language production level and provide access to standards-based academic content.

1. Explicit instruction in writing mechanics and composition skills is necessary for writing success.
2. Vocabulary and oral language development are an integral part of writing.
3. Writing flourishes in a safe community of learners, where teacher and students are writing and sharing their writings, editing each other's work (students edit teacher's writing also), and where they publish together. ELLs need a sense of community and structure that allows them to take risks on their way to learning in a new language and culture.
4. Using culturally responsive instruction, teachers explore with their classes the ways in which students and their families use literacy at home and in the community. Teachers then bring these topics, styles, and cultural knowledge into the writing themes.
5. We use cooperative learning during the planning, revising, and editing of their writing, so that students give feedback to one another as well as use feedback that has been given. ELLs learn a great deal just from examining each other's writing. Through this process, ELLs have many opportunities to write, learn new text structures and words, and become familiar with the mechanics of writing in English. English language learners (ELLs) often have problems mastering science, math, or social studies concepts because they cannot comprehend the textbooks for these subjects. ELLs at all levels of English proficiency, and literacy, will benefit from explicit instruction of comprehension skills along with other skills.

ELL students will still need a lot of vocabulary development and teaching of comprehension strategies even if they:

- have been mainstreamed after some bilingual instruction;
- are being pulled out for English as a Second Language or Sheltered English instruction; and/or

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)	Dual Language	Freestanding ESL
<ul style="list-style-type: none"> •Model think-alouds. For example: verbalize a confusing point or show how you use a strategy to comprehend something. "This sounds very confusing to me. I better read this sentence again." •Demonstrate fix-up strategies. For example: I need _____ to understand this. _____ 	100%	75%	50%
<ul style="list-style-type: none"> •Partner ELLs with more dominant English speakers and ask each student to take a turn reading and thinking aloud with short passages. •After working with partners successfully, ask ELLs to practice independently by using a checklist 	100%	75%	50%
<ul style="list-style-type: none"> •Ask partners to read the text. •Have partners restate the main idea and supporting details. At this point, they can add to their idea map or make necessary corrections. •Then ask students to reread the text and either develop their own questions (pretending to prepare a test for their partner) or write a short summary of what they just read. 	100%	75%	50%
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

Questioning ELLs after reading: After the ELLs and/or whole class have completed the reading comprehension activities above, you can anchor or test their comprehension with carefully crafted questions, taking care to use simple sentences and key vocabulary from the text they just read.

B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)

A Programming and Scheduling Information

B. Programming and Scheduling Information--Continued

8. 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.
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13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. One of the improvements we will be making is increased professional development for Bilingual Teachers and personnel working with ELLs. In these sessions teachers will be analyzing data from the NYSESLAT, ELA, Math, and Science (if applicable), from their own students. One of the programs that Bilingual and ELL teachers can utilize is Destinations Math/ELA and AWARD Reading so our ELLs will have access and exposure in reading through the use of technology. Other internet based materials such as our core Math - EnVision will be implemented during 2011-2012 school year. As part of our initiative to further align and improve our Social Studies curriculum, Houghton Mifflin Harcourt, new textbooks have been purchased for all grades K-5. These textbooks are aligned to the New York City Performance Standards.

Curriculum Mappings and lessons have been updated to include the Common Core Learning Standards.

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

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

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

One of the improvements we will be making is increased professional development for Bilingual Teachers and personnel working with ELLs. In these sessions teachers will be analyzing data from the NYSESLAT, ELA, Math, and Science (if applicable), from their own students. One of the programs that Bilingual and ELL teachers can utilize is Destinations Math/ELA and AWARD Reading so our ELLs will have access and exposure in reading through the use of technology. Other internet based materials such as our core Math - EnVision will be implemented during 2011-2012 school year. As part of our initiative to further align and improve our Social Studies curriculum, Houghton Mifflin Harcourt, new textbooks have been purchased for all grades K-5. These textbooks are aligned to the New York City Performance Standards.

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B. Programming and Scheduling Information--Continued

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9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
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11. The programs that we have discontinued due to budget constraints have been our AIS providers for Foundations and Wilson. These

Courses Taught in Languages Other than English 

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)?

N/A

Math:	SPANISH			
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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.

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- Literacy Committee - Revision of Curriculum for Treasures Aligning to Common Core (All year long)
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Professional development will not be funded by Title III.

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Staffs members, administrators, and all support services such as psychologists, OT, PT, speech therapists, secretaries, paras, and parent coordinators attend meetings given by CFN for support of any and all new compliances and research with regards to ELLs through out the years such as promotional criteria and servicing strategies etc. However all of the above personnel are supported by the lead teachers and ESL teachers as well as being sent to professional developments to further their knowledge of ELLs, also. The CFN provides many customized trainings on areas that teachers need support in. Staff is also provided with a history of the state exams as well as portfolios of students that are transitioned from one school level to another. Parent coordinators and guidance counselors provide other informational that might be pertinent to the new school.

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School leaders provide information to teachers, parent coordinators and guidance counselors opportunities to attend training and/or professional development with regards to ELLs and their learning needs. Our guidance counselor and parent coordinator provide meetings

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In November students in the 5th grade are given an opportunity to visit middle schools within the district and prepare them for the transition of elementary to middle school. Guidance counselors walk children through their forms and emphasize the importance of picking the right schools and deadlines with regards to the application process and requirements.

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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?

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

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?

Our parent coordinator has brought the parents together by joining forces with our community based agencies such as Ridgewood/Bushwick Senior Citizen Center as well as the Hispanic Family Coalition to offer parents workshops on topics related to:

- Health
- Social Services
- Housing
- Promotional policy for ELLs
- Assessment for ELLs
- Homework help

Parent Involvement Through the School:

- Meet and Greet the Teacher Night
- Monthly meetings with the PTA and Parent Coordinator to discuss concerns that parents might have.
- Student of the Month participation from students, parents, and teachers which includes a class that performs to further encourage parent involvement.
- Workshops held and to be held:
 - September 2011 - June 2012 9-10 PTA (Monthly)
 - October 2011 - June 2012 Student of the Month (Monthly)- Parents are invited to celebrate the success of their children
 - September 20, 2011 Welcome Orientation of All Students (ELLs) - Programs for ELLs
 - September 21, 22, & 26 How to Support Your Child At Home (Meet & Greet Teachers) 5-6 pm
 - December 13, 2011 ELA Support as well as workshop that we provide to parents through out the year (Grades 3-5)
 - January 2012 Parent Orientation for ELLs (Newcomers)
 - June 2012 Awards Assembly (K-5)

The parent involvement will be partially funded by Title III. Refreshments and snacks will be purchased for parents attending the workshops. The above are samples of our workshops for parents. In December we held an ELA meeting with our ELL parents and general education parents to address concerns and changes with regards to the testing specifications and the ramifications for our ELLs.

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

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

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

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As per the Chancellor's Regulation, translation posters and cards are conspicuously posted throughout the building. In addition, key

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

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

Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
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12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
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14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. One of the improvements we will be making is increased professional development for Bilingual Teachers and personnel working with ELLs. In these sessions teachers will be analyzing data from the NYSESLAT, ELA, Math, and Science (if applicable), from their own students. One of the programs that Bilingual and ELL teachers can utilize is Destinations Math/ELA and AWARD Reading so our ELLs will have access and exposure in reading through the use of technology. Other internet based materials such as our core Math - EnVision will be implemented during 2011-2012 school year. As part of our initiative to further align and improve our Social Studies curriculum, Houghton Mifflin Harcourt, new textbooks have been purchased for all grades K-5. These textbooks are aligned to the New York City Performance Standards.

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

One of the improvements we will be making is increased professional development for Bilingual Teachers and personnel working with ELLs. In these sessions teachers will be analyzing data from the NYSESLAT, ELA, Math, and Science (if applicable), from their own students. One of the programs that Bilingual and ELL teachers can utilize is Destinations Math/ELA and AWARD Reading so our ELLs will have access and exposure in reading through the use of technology. Other internet based materials such as our core Math - EnVision will be implemented during 2011-2012 school year. As part of our initiative to further align and improve our Social Studies curriculum, Houghton Mifflin Harcourt, new textbooks have been purchased for all grades K-5. These textbooks are aligned to the New York City Performance Standards.

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

11. The programs that we have discontinued due to budget constraints have been our AIS providers for Foundations and Wilson. These

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.

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)?

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.

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

- Literacy Committee - Revision of Curriculum for Treasures Aligning to Common Core (All year long)
- Envision Math Committee – Instilling and Looking at Strategies to Support ELLs in Math Instruction (All year long)
- Science & Social Studies Committee – Instilling and Looking at Strategies to Support ELLs in Science and Social Studies
- NYSESLAT, ELA, as well as Teachers College Reading and Writing Running Records for Evaluation and Assessment
- Workshops provided by the CFN as well as TWEED and other associations relating to ELLs are recommended for teachers to attend throughout the school year.

Professional development will not be funded by Title III.

September 6-7	Unwrapping Common Core/Citywide Expectations by Principal and coaches
September – June 2012	Talent Management/Aligning CCLS with Curriculum (Coaches will turnkey)
September 2011 - June 2012	Curriculum Alignment with DOK, UDL, and CCLS through Planning Sessions Lead by Literacy Coach, Science and Social Studies.
October 2011 – June 2012	Grade Inquiry Team meeting every Monday, extended time – Looking at Data & Academic Gaps to Drive Instruction
October 2011 – June 2012	Hosted by CFN as well as network schools – Strategies for ELA/ELLs as well as Compliance
November 2011	Common Core Learning Standards and Using Data to Drive Instruction
March-May 2012	NYSESLAT Test Training for all General Education/Bilingual Teachers & Administrators

Staffs members, administrators, and all support services such as psychologists, OT, PT, speech therapists, secretaries, paras, and parent coordinators attend meetings given by CFN for support of any and all new compliances and research with regards to ELLs through out the years such as promotional criteria and servicing strategies etc. However all of the above personnel are supported by the lead teachers and ESL teachers as well as being sent to professional developments to further their knowledge of ELLs, also. The CFN provides many customized trainings on areas that teachers need support in. Staff is also provided with a history of the state exams as well as portfolios of

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School leaders provide information to teachers, parent coordinators and guidance counselors opportunities to attend training and/or professional development with regards to ELLs and their learning needs. Our guidance counselor and parent coordinator provide meetings and an open forums for parents as well as teachers to ask questions and set up meetings for discussion and concerns to address the needs of our ELL students. Guidance counselor have attended training for best ways to address ELL in transitioning and provide parents the opportunity to come speak to her as well as the parent coordinator in relation to transitioning of from elementary to middle school. We have career day activities where all 4th and 5th grade students participate and think about their future careers.

In November students in the 5th grade are given an opportunity to visit middle schools within the district and prepare them for the transition of elementary to middle school. Guidance counselors walk children through their forms and emphasize the importance of picking the right schools and deadlines with regards to the application process and requirements.

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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?

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3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Our parent coordinator has brought the parents together by joining forces with our community based agencies such as Ridgewood/Bushwick Senior Citizen Center as well as the Hispanic Family Coalition to offer parents workshops on topics related to:

- Health
- Social Services
- Housing
- Promotional policy for ELLs
- Assessment for ELLs
- Homework help

Parent Involvement Through the School:

- Meet and Greet the Teacher Night
- Monthly meetings with the PTA and Parent Coordinator to discuss concerns that parents might have.
- Student of the Month participation from students, parents, and teachers which includes a class that performs to further encourage parent involvement.
- Workshops held and to be held:
 - September 2011 - June 2012 9-10 PTA (Monthly)
 - October 2011 - June 2012 Student of the Month (Monthly)- Parents are invited to celebrate the success of their children
 - September 20, 2011 Welcome Orientation of All Students (ELLs) - Programs for ELLs
 - September 21, 22, & 26 How to Support Your Child At Home (Meet & Greet Teachers) 5-6 pm
 - December 13, 2011 ELA Support as well as workshop that we provide to parents through out the year (Grades 3-5)
 - January 2012 Parent Orientation for ELLs (Newcomers)
 - June 2012 Awards Assembly (K-5)

The parent involvement will be partially funded by Title III. Refreshments and snacks will be purchased for parents attending the workshops. The above are samples of our workshops for parents. In December we held an ELA meeting with our ELL parents and general education parents to address concerns and changes with regards to the testing specifications and the ramifications for our ELLs.

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

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

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

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

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As per the Chancellor's Regulation, translation posters and cards are conspicuously posted throughout the building. In addition, key

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)	16	11	3	2	9	8								49
Intermediate(I)	7	16	12	14	6	14								69
Advanced (A)	4	4	14	8	15	8								53
Total	27	31	29	24	30	30	0	0	0	0	0	0	0	171

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	2	1	0	1	1	1							
	I	12	1	2	0	7	1							
	A	8	10	10	7	8	7							
	P	6	3	8	6	18	17							
READING/ WRITING	B	10	2	3	1	8	3							
	I	17	3	7	5	16	3							
	A	1	2	6	7	7	7							
	P	0	8	4	1	3	17							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	8	18	5		31
4	17	11	1		29
5	7	13	7		27
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1	0	17	0	13	0	0	0	31
4	2	8	4	15	1	3	2	0	35

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	0	3	7	1	15	0	1	0	27
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	3	5	8	3	10	1	2	32
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
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)	5	5	7	6				
Chinese Reading Test								

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

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

1. PS 116K is taking a data-driven approach to improving student performance, using item analysis, portfolio assessment, and other indicators to identify and address weaknesses and target areas for growth on a continuous basis. Ongoing assessments are both formal and informal. These assessments include, but are not limited to, Acuity Predictive Assessments, NYSESLAT, NYS ELA and NYS Math, NYS ELE, NYSESLAT, TCRWP Running Records, Treasures (Weekly & Unit Assessments), Envision Math Unit Assessments, individual teacher notes and informal assessments. In addition, the data on the Annual School Report Card, Progress Report, Acuity, and ATS have been analyzed to determine trends in academic performance as well to better address the needs school-wide.

PS116K has made gains in all areas of academics. Most significant has been an increase in the amount of students at levels 3 & 4 in Science—a jump from 67% in Spring 2009 to 84% in Spring 2010, however in 2011 we are at 76% which was a 8% decrease. In addition, we have met our safe harbor targets and are in good standing with the city. We were the only school in our district to receive a "A" in the report card as well which is a worthy accomplishment in spite of the fact that all English Language Learners (ELLs) in an English Language School System (ELSS) were mandated to take the ELA exam with 1 or more years. Given this tremendous challenge, all our ELLs and General Education students met and exceeded the performance index set for our school. We are indeed proud of this major accomplishment and anticipate impressive gains in ELA and Math this year as well.

Teachers have also embraced a more balanced and holistic approach to teaching literacy. We are actively involved in professional development with our new curriculum Treasures and the CCLS. Many of our teachers attend in house inquiry and planning sessions to increase effectiveness in the classrooms. We have also greatly enhanced our classroom libraries and students spend significant amounts of time building stamina for reading and sharpening their writing craft during their Literacy Blocks. Teachers at PS116K, though young, are enthusiastic learners, collegial colleagues and are always ready and eager to implement "Best Practices" in all subjects, especially in the area of literacy and mathematics. Our classrooms are vibrant and we are proud of the beautiful class work that our students continually produce, colorful and standards based bulletin boards in all subject areas, rubrics based writing pieces and art projects displayed throughout the school. We are indeed a community of learners – every one of us.

We are still working on providing our at-risk students with targeted assistance by using innovative practices in the area of literacy focusing on getting many of our new teachers trained in various intervention programs, e.g. Triumphs and small group instructions. This year we have added other intervention programs using technology, AWARDS and Destinations for our ELLs and Special Education students both self contained and CTT classes. Our classroom teachers will continually differentiate and create groupings in the classroom to provide support for the 'at-risk' students as well intervention. Due to the lack of funds for AIS, our teachers will provide more differentiated instruction in the classroom and during inquiry they are meeting to look at data and to better target their population of need, this will also address the Department of Education Response to Intervention (RTI) initiative. In addition, we have Academy for Success After School program for grades 3-5 at-risk students as well as extended day and a Saturday Academy only targeting ELLs from K-5

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.

Part VI: LAP Assurances

School Name: PS 116 - Elizabeth Farrell		School DBN: 32B116	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Seiw Kong	Principal		12/23/11
Debbie Diaz	Assistant Principal		12/23/11
Iris Rivas	Parent Coordinator		12/23/11
Judy Chen	ESL Teacher		12/23/11
Mirna Rivera	Parent		12/23/11
Hilcia Almonte	Teacher/Subject Area		12/23/11
Ivelisse Rosario	Teacher/Subject Area		12/23/11
Otis Benjamin	Coach		12/23/11
Christine Britton	Coach		12/23/11
Frances Diaz	Guidance Counselor		12/23/11
Ada Orlando	Network Leader		12/23/11
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 32K116 **School Name: The Elizabeth Farrell School**

Cluster: 4 **Network: 412**

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

Part A: Needs Assessment Findings

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

We have office staff and the parent coordinator to translate whenever there is a need for translation. The parent coordinator will make appointments to accommodate parents that need a translator to communicate with the teachers. Documentations are translated by school staff during non-school hours or by the PTA from English to Spanish to ensure that information are understood by parents. Parents receive information in their native language in a timely manner whenever notifications are sent home. The data we use to understand the translation needs of our parents are the HLIS (home language surveys). The ESL teacher and clerical secretary mains the yellow copy and monitors the needs. The primary language spoken by parents are Spanish and Chinese. The school maintains a bilingual secretary to ensure that all ELL parents whether they speak Spanish or English that somebody is always there to translate. The principal and the ESL teacher speaks Mandarin (Chinese) to ensure that all parents that speak that language if translation is needed they are to be contacted.

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: The Elizabeth Farrell School	DBN: 32k116
Cluster Leader: Christopher Groll	Network Leader: Ada Orlando
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> *Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 90
Grades to be served by this program (check all that apply):
<input type="checkbox"/> *K <input type="checkbox"/> *1 <input type="checkbox"/> *2 <input type="checkbox"/> *3 <input type="checkbox"/> *4 <input type="checkbox"/> *5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 6
of certified ESL/Bilingual teachers: 2
of content area teachers: 4

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: PS 116 Title III program provides English Language Learners with supplemental instruction in English on Saturday. The Saturday Academy will begin December 3rd and end March 31st, from 9:00-12:00. There will be total of 14 sessions. There is a need for CB teachers to work in the program, the two ESL teacher will team-teach and rotate between the groups. The classroom size will be no larger than 15 people. 6 certified teachers, two in ESL and 4 certified Common Branch teachers will work in the Saturday Academy program. The ESL certified teacher will team-teach and rotate as needed between the groups due to the shortage of ESL/Bilingual licensed teachers for the Saturday Academy. All groups will be taught by a CB teacher with a BL/ESL teacher pushing in into these five group during the instructional time for 36 minutes each group. This program will target all eligible K, 1st, 2nd, 3rd, 4th, and 5th grade ELL students, approximately 90 students, in our school.

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

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

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

- Literacy Committee - Revision of Curriculum for Treasures Aligning to Common Core (All year long)
- Envision Math Committee – Instilling and Looking at Strategies to Support ELLs in Math Instruction (All year long)
- Science & Social Studies Committee – Instilling and Looking at Strategies to Support ELLs in Science and Social Studies
- NYSESLAT, ELA, as well as Teachers College Reading and Writing Running Records for Evaluation and

Part C: Professional Development

Assessment

•Workshops provided by the CFN as well as TWEED and other associations relating to ELLs are recommended for teachers to attend throughout the school year.

Professional development will not be funded by Title III.

September 6-7	Unwrapping Common Core/Citywide Expectations
September – June 2012	Talent Management/Aligning CCLS with Curriculum (Coaches will turnkey)
September 2011 - June 2012	Curriculum Alignment with DOK, UDL, and CCLS through Planning Sessions Lead by Literacy Coach, Science and Social Studies.
October 2011 – June 2012	Grade Inquiry Team meeting every Monday, extended time – Looking at Data & Academic Gaps to Drive Instruction
October 2011 – June 2012	Hosted by CFN as well as network schools – Strategies for ELA/ELLs as well as Compliance
November 2011	Common Core Learning Standards and Using Data to Drive Instruction
March-May 2012	NYSESLAT Test Training for all General Education/Bilingual Teachers

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

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

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Part D: Parental Engagement Activities

Begin description here: Our parent coordinator has brought the parents together by joining forces with our community based agencies such as Ridgewood\Bushwick Senior Citizen Center as well as the Hispanic Family Coalition to offer parents workshops on topics related to:

- Health
- Social Services
- Housing
- Promotional policy for ELLs
- Assessment for ELLs
- Homework help

Parent Involvement Through the School:

- Meet and Greet the Teacher Night
- Monthly meetings with the PTA and Parent Coordinator to discuss concerns that parents might have.
- Student of the Month participation from students, parents, and teachers which includes a class that performs to further encourage parent involvement.
- Workshops held and to be held:
 - September 2011 - June 2012 9-10 PTA (Monthly)
 - October 2011 - June 2012 Student of the Month (Monthly)- Parents are invited to celebrate the success of their children
 - September 20, 2011 Welcome Orientation of All Students (ELLs) - Programs for ELLs
 - September 21, 22, & 26 How to Support Your Child At Home (Meet & Greet Teachers) 5-6 pm
 - December 13, 2011 ELA Support as well as workshop that we provide to parents through out the year (Grades 3-5)
 - January 2012 Parent Orientation for ELLs (Newcomers)
 - June 2012 Awards Assembly (K-5)

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

Part E: Budget

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

Allocation Amount: \$		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		