



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : THE WILLIAM C. HUGHLEY SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 29Q116

PRINCIPAL: DEBRA FARROW I.A. EMAIL: DFARROW@SCHOOLS.NYC.GOV

SUPERINTENDENT: LENON MURRAY

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
Debra Farrow	*Principal or Designee	
Robin Karmel	*UFT Chapter Leader or Designee	
Vivienne Grainger	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Jezeshemai Faison	Member/ Parent	
Marvo Gilbert	Member/ Parent	
Tira Parker	Member/ Title I Representative	
Trixie Rowe	Member/Parent	
Ortalli Young	Member/ Parent	
Tyhe Barfield	Member/ Parent	
Joan Duvernay	Member/Teacher	
Tanisha Teal	Member/Teacher	
Tamika Tomlinson	Member/Teacher	

Jacqueline Williams	Member/Teacher	
Marizol Minueza	Member/Ed. Asst.	

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

By June 2012 students in grades 3-8 will demonstrate progress toward meeting state standards as measured by a 3% increase in students scoring at levels 3 & 4 on the NYS ELA & Math assessment.

Comprehensive needs assessment

According to the New York State ELA & Mathematics Assessment results, students in grades 3 through 8 did not make enough gains to meet AYP requirements. We will strive to increase the percentage of student scoring levels 3 and 4 on the New York State ELA & Math assessments.

Our analysis of the 2011 NYS ELA assessment scores indicates that there was a 4% decrease in the percentage of students achieving levels 3 and 4. There was a 2% decrease in the percentage of students at level 1 in ELA; a 6% increase in the percentage of students achieving level 2; a 1% decrease in the percentage of students achieving level 3; and a 2% decrease in the percentage of students achieving level 4.

Our analysis of the 2011 NYS Math assessment scores indicates that there was a 5% increase in the percentage of students achieving levels 3 and 4. There was a 6% decrease in the percentage of students at level 1 in math; a 1% increase in the percentage of students achieving level 2; a 7% increase in the percentage of students achieving level 3; and a 2% decrease in the percentage of students achieving level 4. The Our needs assessment indicates that we must closely examine root causes or barriers preventing us from closing the achievement gap with more students consistently performing at levels 3 and 4 .

Instructional strategies/activities

Professional development will be provided by our coach and our network. Teachers will use differentiated instructional strategies to address the varying needs and learning styles of their students. Our extended day instruction will be focused on academic trends and deficiencies. Common planning time will be provided for teacher collaboration and inter-class visitations. Research of multi-genre and multi-dimensional approaches to teaching and learning will be explored. Teacher teams focused on ELA and Math will meet regularly to plan and review curriculum, research new strategies, and review student work. Ongoing Professional Development will be provided to introduce new researched based techniques and strengthening of best practices. Teacher surveys will be used to evaluate the effectiveness of strategies and to encourage teacher input. Teachers will implement the Depth of Knowledge in creating rigorous tasks. Thinking Maps will be utilized to develop stronger writing skills. Teachers will begin implementing the CCLS tasks in literacy and math. We have adopted the Envisions Math program for grades 2 to 6. This program aligns the CCLS with the curriculum. Study Island will be used as a comprehensive test prep program that can be accessed at home or at school. Technology-based activities and the use of Promethean boards will be embedded in the literacy and math curriculum. Teachers will use summative and formative assessment data from conferencing notes, running records, ACUITY, and teacher created assessments to identify specific student weakness in ELA and

Math.

Responsibilities:

- Administrators will provide resources, professional development , and monitor student progress
- Coach will provide professional development workshops to support teachers by demonstrating effective strategies and techniques.
- Lead Teacher will use the Train the Trainer model to turnkey thinking maps to colleagues in order to improve student writing.
- Envisions consultant will provide on-site professional development to support the Envisions program.

Timeline for implementation:

June 2011: Share DOE Instructional Expectations documents

Jul-Aug 2011: Professional development around DOE CCLS literacy and mathematics focus and a research based framework for improving teacher effectiveness.

Sep 2011-June2012: Professional development will be designed to deepen our work with the DOE instructional expectations school-wide, Differentiation, and Depth of Knowledge, (DOK).

Differentiated professional development will be designed to address the individual needs of the teachers.

Strategies to increase parental involvement

Monthly workshops will be provided by our parent coordinator, classroom teachers, network staff, and administrators to familiarize the parents with the new Common Core Learning Standards and the changes in the assessment for the 2011-2012. These workshops will include why the CCLS were developed and how they affect instruction.

Monthly parent workshops will be provided to address test prep skills, questioning, and curriculum. Parents will be given the opportunity to see test designs and test taking strategies will be shared in order to best assist their children.

The school website will provide detailed information for parents about school testing.

Strategies for attracting Highly Qualified Teachers (HQT)

We seek out professional development opportunities that will enhance our teachers. Lead teachers attend various workshops on new strategies and teaching methods to aid in comprehension skills. Those teachers then turnkey that information to their colleagues. Teachers are provided common preps daily to allow them to plan and collaborate. Grade meetings are held by the administrators to support teachers in their work. Professional books and articles are provided to enhance their practice through discussions. Adjustments to schedules are made to accommodate the viewing of webinars and across grades inter-visitations. There is inter-visitation between

teachers on the same grade to enhance teaching methods. Professional development is provided on the CCLS, Envisions, and Promethean Boards. Professional Learning Communities are provided after-school for teachers who want to enhance their learning and teaching styles. A research based framework for improving teacher effectiveness is being used. We will create a professional learning community where teachers will receive ongoing support.

Service and program coordination

Universal Pre-K is provided for our pre-kindergarten students. Cook shop is offered in many of our classes to promote nutritional eating habits. A peer mediation program is being implemented through the Division of Human Rights to aid our middle school students in resolving conflicts and build good character.

We have a partnership with York College and St. Johns University. Students from these colleges observe teachers and work with small groups of students throughout their school semesters. The Sports and Arts program received a 21st Century grant and provides an afterschool program for our students. We have an SES tutoring afterschool and Saturday program that provides extra academic support in Math and ELA. We have an Emerging Young Leaders program for our middle school girls. This program is sponsored by a community based organization. The program focuses on developing leadership skills in our middle school girls.

Budget and resources alignment

The following FY'12 PS and OTPS budget categories will be used to implement this action plan: ARRA RTTT Data Specialist, Title III LEP, TL Fair Student Funding; TL NYSTL Hardware, TL NYSTL Software, TL NYSTL Library Books, Title III Translation Services, Children First Network Support, Title I SWP, TL Parent Coordinator, TL Translation

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

Students with Disabilities:

By June 2012 students with disabilities in grades 3 through 8 will demonstrate progress towards meeting state standards on the NYS ELA Assessment by increasing the number of students scoring at levels 2, 3 ,and 4 by 3%.

Comprehensive needs assessment

The 2010-2011 New York State School Report Card indicates that we did not make AYP in ELA for our Students with Disabilities subgroup. We have been identified by the state as a 'School In Need of Improvement' for the ELA performance of our Students With Disabilities subgroup. According to the 2010-2011 New York State ELA Performance results, 13% of Students with Disabilities in grades 3 through 8 are meeting grade level standards.

Our analysis of the 2011 NYS ELA assessment scores indicates that there was a 3% increase in the percentage of students achieving levels 3 and 4. There was a 5% decrease in the percentage of students at level 1 in ELA; a 2% increase in the percentage of students achieving level 2; a in the percentage 3% increase in students achieving level 3. Our needs assessment indicates that we must closely examine root causes or barriers preventing us from closing the achievement gap for this sub-group.

Instructional strategies/activities

Teachers will use differentiated instructional strategies to address the varying needs and learning styles of their students. IEP & SETSS teachers will plan collaboratively with classroom teachers on a consistent basis. Teachers will utilize different modalities of instruction to improve student performance and progress. IEP & SETSS teachers will provide Professional Development for staff. All IEP & SETSS teachers will communicate with parents on student performance and progress toward their Individual Educational Plan. Technology-based activities and the use of Promethean boards will be embedded in the literacy curriculum. Teachers will use summative and formative assessment data from conferencing notes, running records, ACUITY, and teacher created assessments to identify specific student weakness in ELA. Teachers will implement the Depth of Knowledge levels in creating rigorous tasks. Thinking Maps training will be utilized to develop stronger writing skills. Professional development on the use of technology will be provided.

Responsibilities:

- Administrators will provide resources, facilitate professional development , and monitor student progress

- Coach will provide professional development workshops to support teachers by demonstrating effective strategies and techniques.
- Technology coordinator will provide professional development on the use of Promethean Boards
- Special Education liaison will attend monthly network meetings and turnkey information to colleagues.

Time Line

September 2011-June 2012 Various professional developments will be provided for staff throughout the school year:
Thinking Maps, Technology, and Differentiated Instruction

Strategies to increase parental involvement

Parent workshops are given by Special Education Staff to address trends, issues, skills, questions and curriculum. Parents are given the opportunity to see how the test is structured and are given resources to help their children. All IEP & SETSS teachers will communicate with parents on student performance and progress toward their Individual Educational Plan.

Monthly workshops will be provided by our parent coordinator, classroom teachers, network staff, and administrators to familiarize the parents with the new Common Core Learning Standards and the changes in the assessment for the 2011-2012. These workshops will include why the CCLS were developed and how they affect instruction.

Monthly parent workshops will be provided to address test prep skills, questioning, and curriculum. Parents will be given the opportunity to see test designs and test taking strategies will be shared in order to best assist their children.

The school website will provide detailed information for parents about school testing.

Strategies for attracting Highly Qualified Teachers (HQT)

We seek out professional development opportunities that will enhance our teachers. Lead teachers attend various workshops on new strategies and teaching methods to aid in comprehension skills. Those teachers then turnkey that information to their colleagues. Teachers are provided common preps daily to allow them to plan and collaborate. Grade meetings are held by the administrators to support teachers in their work. Professional books and articles are provided to enhance their practice through discussions. Adjustments to schedules are made to accommodate the viewing of webinars and across grades inter-visitations. There is inter-visitation between teachers on the same grade to enhance teaching methods. Professional development is provided on the CCLS, Envisions, and Promethean Boards. Professional Learning Communities are provided after- school for teachers who want to enhance their learning and teaching styles. A research based framework for improving teacher effectiveness is being used. We will create a professional learning community where teachers will receive ongoing support.

Service and program coordination

Universal Pre-K is provided for our pre-kindergarten students. Cook shop is offered in many of our classes to promote nutritional eating habits. A peer mediation program is being implemented through the Division of Human Rights to aid our middle school students in resolving conflicts and build good character.

We have a partnership with York College and St. Johns University. Students from these colleges observe teachers and work with small groups of students throughout their school semesters. The Sports and Arts program received a 21st Century grant and provides an afterschool program for our students. We have an SES tutoring afterschool and Saturday program that provides extra academic support in Math and ELA. We have an Emerging Young Leaders program for our middle school girls. This program is sponsored by a community based organization. The program focuses on developing leadership skills in our middle school girls. A SAPIS worker provides additional counseling and support to our students.

Budget and resources alignment

The following FY'12 PS and OTPS budget categories will be used to implement this action plan: ARRA RTTT Data Specialist, Title III LEP, TL Fair Student Funding; TL NYSTL Hardware, TL NYSTL Software, TL NYSTI Library Books, Title III Translation Services, Children First Network Support, Title I SWP, TL Parent Coordinator, TL Translation

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

By June 2012, our English Language Learners/Limited English Proficiency students in grades 3 through 8 will demonstrate progress toward meeting state standards as measured by a 3% increase in students scoring Proficient on the New York State English as a Second Language Achievement Test (NYSESLAT)

Comprehensive needs assessment

The 2010-2011 New York State School Report Card indicates that we made AYP with Safe Harbor in ELA for our Limited English Proficiency subgroup. According to the 2010-2011 New York State ELA Performance results, 8% of Limited English Proficiency students in grades 3 through 8 are meeting grade level standards.

Our analysis of the 2011 NYS ELA assessment scores indicates that there was a 5% decrease in the percentage of students achieving levels 3 and 4. There was a 3% increase in the percentage of students at level 1 in ELA; a 2% increase in the percentage of students achieving level 2; and a 5% decrease in students achieving level 3. Our needs assessment indicates that we must closely examine root causes or barriers preventing us from closing the achievement gap for this sub-group.

We will strive to increase the percentage of students with Limited English Proficiency scoring levels 3 and 4 on the New York State ELA & Math assessments.

Instructional strategies/activities

ESL Teachers, Consultants and Coach will provide Professional Development for staff in utilizing differentiated strategies for LEP students. ESL teachers will plan collaboratively with classroom teachers. ESL teachers will provide additional push-in and pull-out services for LEP students. Through the use of the Avenues program and The On Our Way To English Program ESL teachers will provide several strategies and techniques to effectively reach the LEP students. An afterschool technology based program (Imagine Learning) will be provided for ELL students by the ELL teachers. Workshops will be provided for parents of ELL students. ESL teachers will hold monthly articulation meetings with classroom teachers. Technology-based activities and the use of Promethean boards will be embedded in the literacy and math curriculum.

Responsibilities:

- Administrators will provide resources, facilitate professional development , and monitor student progress
- Coach will provide professional development workshops to support teachers by demonstrating effective strategies and techniques.

- ELL teachers will attend network support professional development to support them in their instruction of ELL students.
- The network will provide professional development to address ways to support ELL students.

Time Line

September 2011-June 2012 Various professional developments will be provided for staff throughout the school year:

Thinking Maps, Technology, and Differentiated Instruction

Strategies to increase parental involvement

Parent workshops presented by ELL teachers with interpreters to address trends, issues, skills, questions and curriculum. Parents are given the opportunity to see how the test is structured and are given resources to help their children. Strategies are shared with parents that can help them support their children academically. School-wide notices are distributed in various languages. We will continue to offer parents classes to increase their English proficiency and assist them with helping their children.

Strategies for attracting Highly Qualified Teachers (HQT)

We seek out professional development opportunities that will enhance our teachers. Lead teachers attend various workshops on new strategies and teaching methods to aid in comprehension skills. Those teachers then turnkey that information to their colleagues. Teachers are provided common preps daily to allow them to plan and collaborate. Grade meetings are held by the administrators to support teachers in their work. Professional books and articles are provided to enhance their practice through discussions. Adjustments to schedules are made to accommodate the viewing of webinars and across grades inter-visitations. There is inter-visitation between teachers on the same grade to enhance teaching methods. Professional development is provided on the CCLS, Envisions, and Promethean Boards. Professional Learning Communities are provided after- school for teachers who want to enhance their learning and teaching styles. A research based framework for improving teacher effectiveness is being used.

ELL teachers attend monthly meetings/workshops on new strategies and methods to aid in literacy and mathematical skills. These teachers turnkey information to their colleagues. ELL teachers attend professional development that is offered school-wide.

We seek out professional development opportunities that will enhance our teachers. Lead teachers attend various workshops on new strategies and teaching methods to aid in comprehension skills. Those teachers then turnkey that information to their colleagues. We will create a professional learning community where teachers will receive ongoing support.

Service and program coordination

Universal Pre-K is provided for our pre-kindergarten students. Cook shop is offered in many of our classes to promote nutritional eating habits. A peer mediation program is being implemented through the Division of Human Rights to aid our middle school students in resolving conflicts and build good character.

We have a partnership with York College and St. Johns University. Students from these colleges observe teachers and work with small groups of students throughout their school semesters. The Sports and Arts program received a 21st Century grant and provides an afterschool program for our students. We have an SES tutoring afterschool and Saturday program that provides extra academic support

in Math and ELA. We have an Emerging Young Leaders program for our middle school girls. This program is sponsored by a community based organization. The program focuses on developing leadership skills in our middle school girls. A SAPIS worker provides additional counseling and support to our students.

Our partnership with, York College, Queens College, and St. Johns University allows students in their education programs to observe, student teach, and complete internships in our school. These students are mentored by our exemplary teachers. They attend professional development that's offered in our school as well as faculty conferences. They are familiar with the students and the culture of our school. Some of the students are majoring in ELL and they observe and are mentored by the ELL teachers.

Budget and resources alignment

The following FY'12 PS and OTPS budget categories will be used to implement this action plan: ARRA RTTT Data Specialist, Title III LEP, TL Fair Student Funding; TL NYSTL Hardware, TL NYSTL Software, TL NYSTI Library Books, Title III Translation Services, Children First Network Support, Title I SWP, TL Parent Coordinator, TL Translation

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

By June 2012, student attendance will increase by 2% from 91.2% to 93.2%.

Comprehensive needs assessment

Analysis of our attendance data shows that there are students who are chronically late or absent. These students have been identified and are included in the Attendance teacher and Guidance Counselor's attendance outreach efforts. These students also scored in levels 1 and 2 on state tests. Research documents and our state assessment scores show the adverse effects chronic absences and lateness have on student achievement.

Instructional strategies/activities

Professional Development will be provided to teachers in attendance recording procedures. The names of absent students will be posted daily, for possible corrections. The Attendance Team will meet and analyze attendance data monthly. Parents will be notified of student absence daily via the School Messenger and monthly by mail. We will hold our Parent Empowerment Day with academic and social workshops for parents. Our Parent Coordinator and Guidance Counselors will provide outreach and incentives to students with poor attendance. The Sports and Arts in Schools Foundation will provide an afterschool program where students are encouraged to improve their attendance. This program will enable our students to grow socially, physically, and academically along their developmental pathways. Celebrations will be held for students with improved attendance percentages. Parents will receive a monthly calendar of activities.

Responsibilities:

- The Attendance Team will provide parents and teachers with daily reports and monthly trends in student lateness and absences.
- The Administrators will facilitate monthly meetings with Attendance Team

Timeline

- September 2011-June 2012

Strategies to increase parental involvement

The attendance team will work in collaboration with the parent coordinator to assist parents with improving student attendance. Monthly parent workshops will be provided by our parent coordinator to improve chronically absent and late students. The parent coordinator will hold monthly attendance incentive programs for students who's attendance and lateness has improved.

Our Parent Coordinator and teachers will design activities that are engaging for parents. Parents will be acknowledged for their child's improvement in attendance/ and or a reduction in lateness.

Strategies for attracting Highly Qualified Teachers (HQT)

We seek out professional development opportunities that will enhance our teachers. Lead teachers attend various workshops on new strategies and teaching methods to aid in comprehension skills. Those teachers then turnkey that information to their colleagues. Teachers are provided common preps daily to allow them to plan and collaborate. Grade meetings are held by the administrators to support teachers in their work. Professional books and articles are provided to enhance their practice through discussions. Adjustments to schedules are made to accommodate the viewing of webinars and across grades inter-visitations. There is inter-visitation between teachers on the same grade to enhance teaching methods. Professional development is provided on the CCLS, Envisions, and Promethean Boards. Professional Learning Communities are provided after- school for teachers who want to enhance their learning and teaching styles. A research based framework for improving teacher effectiveness is being used. We will create a professional learning community where teachers will receive ongoing support.

Administrators will develop an interview process, attend job fairs, and use a highly competitive application process to hire the best qualified teachers.

Service and program coordination

Universal Pre-K is provided for our pre-kindergarten students. Cook shop is offered in many of our classes to promote nutritional eating habits. A peer mediation program is being implemented through the Division of Human Rights to aid our middle school students in resolving conflicts and build good character.

We have a partnership with York College and St. Johns University. Students from these colleges observe teachers and work with small groups of students throughout their school semesters. The Sports and Arts program received a 21st Century grant and provides an afterschool program for our students. We have an SES tutoring afterschool and Saturday program that provides extra academic support in Math and ELA. We have an Emerging Young Leaders program for our middle school girls. This program is sponsored by a community based organization. The program focuses on developing leadership skills in our middle school girls. A SAPIS worker provides additional counseling and support to our students.

Budget and resources alignment

The following FY'12 PS and OTPS budget categories will be used to implement this action plan: ARRA RTTT Data Specialist, Title III LEP, TL Fair Student Funding; TL NYSTL Hardware, TL NYSTL Software, TL NYSTI Library Books, Title III Translation Services, Children First Network Support, Title I SWP, TL Parent Coordinator, TL Translation



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.

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.

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.

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.

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.

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.

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.

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	10	10	N/A	N/A	2	0	2	0
1	20	15	N/A	N/A	5	0	2	0
2	20	20	N/A	N/A	3	0	3	2
3	42	40	N/A	N/A	2	0	3	2
4	75	78	15	10	2	0	2	4
5	68	72	10	10	4	0	2	3
6	58	60	10	10	6	0	2	2
7	50	55	10	10	4	0	2	0
8	49	52	15	15	4	0	2	0
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>The AIS department at PS116 provides small group instruction to students functioning below grade level. Differentiated instruction is given to reinforce phonemic awareness and comprehension skills. AIS services are administered during the regular academic day, Extended Day, as well as during Supplemental Education Services which is provided as an afterschool program.</p> <p>AIS instruction for grades 1,2,3, and 4 includes introduction to and reinforcement of: letter/sound recognition, word families, rhyming words, segmenting, initial and ending sounds, sight words, decoding, and writing. Analysis of running record results aid in the determination of a students' required course of action.</p> <p>Grades 5 - 8 AIS instruction includes using visual, auditory, and kinesthetic modalities to teach reading strategies. These strategies reinforce the concepts of finding the main idea, identifying supporting details, comparing and contrasting, using context clues, making inferences, sequencing, and writing.</p>
Mathematics	<p>The AIS department at PS116 provides small group instruction to students functioning below grade level. Differentiated instruction is given to reinforce mathematics skills. AIS services are administered during the regular academic day, Extended Day, as well as during Supplemental Education Services, which is provided as an afterschool program.</p>
Science	<p>The AIS department at PS116 provides small group instruction to students functioning below grade level. Differentiated instruction is given to reinforce comprehension skills in the content area. AIS services are administered during the regular academic day, as well as during Extended Day.</p> <p>AIS instruction includes using visual, auditory, and kinesthetic modalities to teach reading strategies. These strategies reinforce the concepts of finding the main idea, identifying supporting details, comparing and contrasting, using context clues, making inferences, sequencing, and writing.</p>

<p>Social Studies</p>	<p>The AIS department at PS116 provides small group instruction to students functioning below grade level. Differentiated instruction is given to reinforce comprehension skills in the content area. AIS services are administered during the regular academic day, as well as Extended Day. AIS instruction includes using visual, auditory, and kinesthetic modalities to teach reading strategies. These strategies reinforce the concepts of finding the main idea, identifying supporting details, comparing and contrasting, using context clues, making inferences, sequencing, and writing.</p>
<p>At-risk Services provided by the Guidance Counselor</p>	<p>As a counseling service we provide strategies that help students to adjust and conform to the learning environment. On a daily basis during the regular school day we provide very concrete games and activities to assist the student with making a decision and accepting responsibility. In addition, support teams made up of guidance counselors, social workers, school psychologists, SAPIS Workers and all other pedagogues assigned, are responsible for addressing the social, emotional and personal needs of the student that prevents the student from learning.</p>
<p>At-risk Services provided by the School Psychologist</p>	<p>Counseling: individual and group counseling, these services include at-risk and mandated students. The average population of students serviced during this school year, were approximately 25. In addition to the at-risk services provided, teacher collaboration is utilized to assist teachers during crisis/emergency situations. Also, work with parents to understand student emotional/ academic functions. As a school psychologist, my work consists of doing cycle educational evaluations, educational planning conferences, and managing cases.</p>
<p>At-risk Services provided by the Social Worker</p>	<p>Generally on a 1:1 basis, but occasionally small group counseling, for up to approximately 6 sessions, with students who are at risk of needing special education services or of requiring a more restrictive environment. Secondly, we meet with the parents of specific at-risk students to clarify issues, gather initial social history, provide information, referrals, and to discuss ways they can increase the chances of their children succeeding in school. Thirdly, observation of at-risk students. Lastly, consultation with teachers and other staff, concerning at-risk students. All services take place during the school day.</p>
<p>At-risk Health-related Services</p>	<p>Provide services daily to approximately 15 students during regular school hours. Mandated services are provided to one student daily with ADHD, two students who do not have 504s for school year 2010/2011 diagnosed with asthma or are not being properly medically managed.</p>

**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;
- 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 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;

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 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;

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 (for a minimum of 15 minutes);
- set 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;

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.

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

DEC 9, 2011

School DBN: 29Q116 **School Name:** The William C. Hughley School

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

The 2010-2011 New York State School Report Card indicates that we did not make AYP in ELA for our Students with Disabilities subgroup. We have been identified by the state as a 'Corrective Action Focused' for the ELA performance of our Students With Disabilities subgroup. According to the 2010-2011 New York State ELA Performance results, only 13% of Students with Disabilities in grades 3 through 8 are meeting grade level standards.

Our analysis of the 2011 NYS ELA assessment scores indicates that there was a 3% increase in the percentage of students achieving levels 3 and 4. There was a 5% decrease in the percentage of students at level 1 in ELA; a 2% increase in the percentage of students achieving level 2; and a 3% increase in students achieving level 3. Our needs assessment indicates that we must closely examine root causes or barriers preventing us from closing the achievement gap for this sub-group.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

We will continue to provide students with academic intervention services to help learners who are struggling to achieve the learning standards in English language arts and mathematics. These services will include:

- *WILSON Reading Program*
- *WILSON Foundations Program*
- *Pearson's Success Maker*
- *Imagine Learning (Language & Literacy Program)*
- *Thinking Maps*

We will utilize Wilson, Foundations, Success Maker, and Imagine Learning as an intervention model to assist our instructional staff with meeting the needs of our Students with Disabilities and Hispanic subgroups. All special education and general education teachers will be trained and retrained in these areas. On-site professional development will be provided throughout the school year to support improving student achievement. In addition, all teachers will receive comprehensive training in the use of Thinking Maps, and Effective Questioning for classroom level implementation. In addition, our staff working with students with disabilities will work closely with our administrators and Instructional Coach to develop a professional growth plan designed to promote differentiating and instructional strategies that support the targeted population.

Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

We will collaborate with Aussie Professional Development, Wilson Language Training and Pearson Education to provide on-site full day professional development sessions for our teachers working with students with disabilities and those working with our general education population as an intervention. These professional development workshops will provide teachers with researched based strategies and techniques for supporting struggling readers and students who have difficulty in mathematics. We will plan professional development around developing instructional strategies in comprehension and fluency. This will included all self-contained, SETTS and IEP teachers. This additional instructional support is greatly needed to help remove our school from the Corrective Action status.

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

The instructional staff will receive ongoing mentoring and professional development as instructional support for teachers. Our on-site literacy coach in collaboration with our professional development partners will share best practices and researched based techniques for struggling teachers in ELA and Math. In addition, teachers will participate in study groups that will address how to close the achievement gap.

The teacher-mentor program is a component of the 29Q116 Professional Development Plan and is intended to support teachers throughout school year. The school's Literacy Coach will be responsible for:

- *assisting teachers with lesson planning and executing engaging lessons*
- *assisting teachers with making data driven decisions for academic achievement*
- *exposing teachers to researched based strategies and techniques for supporting struggling readers and students who have difficulty in mathematics will be shared*

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

Monthly workshops will be provided by our parent coordinator, classroom teachers, network staff, and administrators to familiarize the parents with the school's status. Parents will be notified about the school's identification for school improvement through a school-wide parent letter that will be mailed to each student's home. Additional clarification will be delivered during parent workshops by our parent coordinator and school administrators.

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader Dr. Joyner-Wells	District 29	Borough Queens	School Number 116
School Name William C. Hughley			

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

Principal Debra Farrow, IA	Assistant Principal Belinda Williams
Coach	Coach
ESL Teacher T. Daleo, M. Casaceli	Guidance Counselor Arnold Renois
Teacher/Subject Area I. Winley, Technology/Data	Parent type here
Teacher/Subject Area type here	Parent Coordinator Farida Mooklal
Related Service Provider J. Williams, Dean	Other type here
Network Leader type here	Other type here

C. Teacher Qualifications [i](#)

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

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

D. School Demographics

Total number of students in school	784	Total Number of ELLs	69	ELLs as share of total student population (%)	8.80%
------------------------------------	------------	----------------------	-----------	---	--------------

Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1. Upon registration, parents/guardians are interviewed and assisted by a pedagogue, (find list and schedule below), in order to understand how to complete the Home Language Identification Survey (HLIS). If the parent/guardian demonstrates limited English proficiency, the pedagogue then attempts to find an interpreter, who then conducts an oral interview and assists with the completion of the registration.

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

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

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

* The following pedagogues are responsible for conducting the initial informal oral interview and assisting with the completion of the HLIS.

- 1st period- 2nd grade teachers (Ford, Garber, Welkis, Tomlinson, Alexander)
- 2nd period- 1st grade teachers (Teal, Denis, Baravarian, Kessler)
- 3rd period- K teachers (Humphry, Gilbert, Miller, Blumberg, Dillon)
- 4th period- 3rd grade teachers (Campbell, Czyscon, Jones, Uslander)
- 5th period- ESL teachers Daleo & Casaceli
- 6th period- 5th grade teachers (Johnson, Winter, Cromer)
- 7th period - 4th grade teachers (Ryan, Goins, Forrest)
- Mr. Renois, guidance counselor- French and Creole interpreter only
- Ms. Rhuma, speech therapist – French and Creole interpreter only

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

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

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

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

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

After parents/guardians viewed the Orientation Video and understood the three different programs, 68 out of 69 current students' parents selected freestanding ESL at the time of program selection. If and when enough parents select Transitional Bilingual Education or Dual Language Program, the school will make every effort to accommodate the parents. The selection of ESL versus other programs has been the trend in the past several years.

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

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

5. After reviewing the Parent Survey and Program Selection forms for the last three years, the trend is overwhelmingly for freestanding ESL. The numbers are as follows; 2007-08, 24 out of 25 chose ESL (1 in ESL by defaulted paperwork)

2008-09, 15 out of 16 chose ESL (1 chose Bilingual, later changed her mind)

2009-10, 19 out of 19 chose ESL

2010-11, 22 out of 23 chose ESL (1 chose Bilingual, later changed to ESL)

2011-12, 17 out of 19 chose ESL, 1 chose Bilingual and was placed appropriately, and 1 refuses to any

programs for her child.

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

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program

Yes●

No*

If yes, indicate language(s):

Dual language program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
-----------------------	--------------------------------------	--------------------------	-------------------------------

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	To t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	69	Newcomers (ELLs receiving service 0-3 years)	58	Special Education	7
SIFE	2	ELLs receiving service 4-6 years	11	Long-Term (completed 6 years)	

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	58	1	2	11	2	5					69
Total	58	1	2	11	2	5	0	0	0		69

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

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	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																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____ Asian: ____ Hispanic/Latino: ____
 Native American: ____ White (Non-Hispanic/Latino): ____ Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	16	10	9	5	2	1	1	2	2					48
Chinese														0
Russian														0
Bengali	1						1	2	1					5
Urdu														0
Arabic		1			1									2
Haitian		1	1	1		2	1	1	1					8
French	1	1			2		1							5
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other			1											1
TOTAL	18	13	11	6	5	3	4	5	4	0	0	0	0	69

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 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?

A. Programming and Scheduling Information

1. a. The organizational model used at PS/IS 116 is the pull-out model for grades K through 8th.
 - b. Most groups are homogeneous in nature, though a few groups are heterogeneous, due to scheduling and student needs. We have two full time, certified ESL teachers. One teacher services K-2 and the other services 3-8. This distribution of grades serviced is fluid from year to year, meaning that some students from one grade can be serviced by the teacher who has other grades, depending on proficiency level and age.
2. Students who are Beginners and Intermediates receive eight- 45 minute periods of ESL per week totaling 360 minutes. Advanced students receive four- 45 minute periods per week, totaling 180 minutes.
3. The ESL teachers in our school work with classroom teachers to help support ELLs with content area classwork. During our pull-out periods of instruction, content area work in English, is taught by differentiated instruction. Some of the approaches used are:
 - * Modeling explicitly by giving clear examples of what is requested of them for imitation.
 - * Bridging- an approach of learning new concepts and language by firmly building them on the students previous knowledge and understanding.
 - * Contextualization- using manipulatives, pictures, film (w/o sound) and other resources to engage the students.
 - * Schema Building- clusters of meaning that are interconnected will help with their understanding of new concepts.
 - * Text Re-Presentation- engaging the students in activities that require them to change linguistic constructions they found modeled in one genre into forms used in another genre.
4. As per state law, Spanish-speaking new students are evaluated not only by Lab-R, but also by Spanish Lab-R to assess their proficiency in their native language.

For standardized tests, the school's testing coordinator makes sure to order content area tests in their native language, if available. If not, the students are given glossaries downloaded from the state's website or bilingual concise dictionaries.
5. Our plans for different subgroups of our school are as follows.
 - a. For SIFE students, one has an IEP and is in a self-contained special education class with a bilingual paraprofessional. The other SIFE student is academically supported by participating in Title III afterschool program, as well as attending extended day instruction with his ESL teacher for extra support. SIFE students are also targeted for peer tutoring.
 - b. Our newcomers are supported by 360 minutes of ESL, AIS, along with our special after-school program and extended day instruction. We at PS/IS 116 have implemented a computer program for ELLs called "Imagine Learning". "Imagine Learning" uses modeled instruction, guided practice and immediate, instructive feedback to each student during usage. The program focuses on phonemic awareness, vocabulary, conversation, letter recognition and story comprehension. Students are also encouraged to record their responses and compare their speech to the modeled responses. "Imagine Learning" also includes pre and post test scores, along with individual reports that enables teachers to monitor student progress.
6. Most of our long-term ELLs are still struggling with their writing skills so instruction has been focusing on the Writer's Workshop model and literature that is better suited for older students. Our students with disabilities (SWDs) are also invited to our after-school program and receive their 360 minutes of instruction to meet their needs. Almost all of the ELL's are in the extended day program either with their ESL teacher or classroom teacher. As far as ELLs that have attained proficiency, we support them for their first 2 years by continuing to provide them with their NYS approved testing modifications. They are also encouraged to attend our ESL after-school program, where they can get homework help and continue to work on their English skills. All ELLs (former, SWD and current) are also invited to all our cultural and special events, such as trips, Hispanic Heritage Month celebrations, Chinese New Year celebrations and Cinco de Mayo celebrations, to name a few. Our ESL teachers also continue to work informally with their former ELLs in order to provide support when needed.

Intervention programs for ELLs in literacy include afterschool and extended day programs, as well as tutoring services during the school day, twice weekly for SIFE and long-term ELLs. This is provided by a retired, ESL-certified pedagogue, using Title III funds. We also use technology to support literacy by using the "Imagine Learning" program and "BrainpopESL. We also use BrainpopEspanol and brainpopJr. to support science, social studies and math concepts. ELLs are also encouraged to use computer programs that are available to the total school population such as "Everyday Math" and "Starfall". ELL's are afforded the same opportunities that the rest of the population are offered. Whenever possible, notices about events/or programs are sent out in as many languages as possible, so that all parents/guardians can know about offerings for their child. We are currently working on a grant where we will be receiving services and programs from the Houghton Mifflin Company. We would be using the Destination Reading and On our Way to English Programs. All teachers, as well the ESL teachers, would be trained how to use the Destination Reading Program and would also be given training on

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)
100%	
75%	
50%	

A. Programming and Scheduling Information

instruction in math, science and social studies. Native language support is given provided offering students literature in their native language. There are no language electives offered in our school.

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)
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?

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

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)?

Not applicable.

Math:	NA		NA	NA
-------	----	--	----	----

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.

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

As ELLs transition from elementary to middle school, we try to provide as much support as possible to the staff to assist ELLs. We

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.

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

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

We provide minimum 7.5 hours of ELL training for all staff, including non-ELL teachers, by offering in-house workshops during lunch periods, ("lunch-and-learn"), workshops after school or on Saturdays. More professional development opportunities will be offered to all teachers of ELLs. Professional development of ESL teachers is done on a regional level and is offered to non-ESL teachers as well.

There will be more consistent "planning periods" for classroom and ESL teachers, as well as educational assistants, to share in. Training will be held for educational assistants to assist their students, whether it be in a special education setting or not, in ESL methodologies. We at PS/IS 116 are a "Community of Learners" and help each other with positive and high expectations for all children.

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

Calendar of PD Days:

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

December: "Demystifying ELL Data."

February: "Supporting vocabulary development in content areas."

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

April: "What is the NYSESLAT?"

Attendance records will be maintained as evidence of 7.5 hour training.

The outlines of the presentations by the ESL teachers will be the description of the content of the workshops.

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

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

E. Parental Involvement

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

1. The school Parent Coordinator involves the parents by organizing workshops every week on various relevant topics that address the needs of the ELL community. There are parent trips, adult ESL classes for the ELLs parents, and translation services. There is also a parent library in the main library. The PTA has monthly meetings to inform the parents of the school news and also address the needs of the parents about their children's education.

2. There is the Learning Garden for the ELLs parents that teaches about health and nutrition. There is also a Cookshop that teaches them healthy eating for themselves and their children. An organization called HELP-ROADS did a workshop to address healthy relationships in the family, discuss good parenting practices and stress-management.

3. The PTA gives out a questionnaire and provides translation to find out the needs of the parents. During the monthly PTA meetings they do a survey and have open discussions to understand the needs of the parents. The Parent Coordinator talks with the parents every day at dismissal to keep them updated about school news, gives out correspondence about the events and questionnaires about the needs of the

E. Parental Involvement

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

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

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

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

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

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

Native Language 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)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	

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)
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?

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

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)?

Not applicable.

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.

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

As ELLs transition from elementary to middle school, we try to provide as much support as possible to the staff to assist ELLs. We

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.

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

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

We provide minimum 7.5 hours of ELL training for all staff, including non-ELL teachers, by offering in-house workshops during lunch periods, ("lunch-and-learn"), workshops after school or on Saturdays. More professional development opportunities will be offered to all teachers of ELLs. Professional development of ESL teachers is done on a regional level and is offered to non-ESL teachers as well.

There will be more consistent "planning periods" for classroom and ESL teachers, as well as educational assistants, to share in. Training will be held for educational assistants to assist their students, whether it be in a special education setting or not, in ESL methodologies. We at PS/IS 116 are a "Community of Learners" and help each other with positive and high expectations for all children.

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

Calendar of PD Days:

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

December: "Demystifying ELL Data."

February: "Supporting vocabulary development in content areas."

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

April: "What is the NYSESLAT?"

Attendance records will be maintained as evidence of 7.5 hour training.

The outlines of the presentations by the ESL teachers will be the description of the content of the workshops.

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

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

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

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

2. One of the patterns revealed by the data across proficiency levels in Lab-r, are as follows: 12 beginners, 2 intermediate and 5 advanced. The pattern shows that most of the ELLs who are entering our school are beginners.

The NYSESLAT results for 2010-11 are as follows:

Kindergarten- Beginner-10, Intermediate-3, Advanced-1, Proficient-2

1st grade- Beginner-2, Intermediate-5, Advanced-3, Proficient-1

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.

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

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

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

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

Calendar of PD Days:

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

December: "Demystifying ELL Data."

February: "Supporting vocabulary development in content areas."

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

April: "What is the NYSESLAT?"

Attendance records will be maintained as evidence of 7.5 hour training.

The outlines of the presentations by the ESL teachers will be the description of the content of the workshops.

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

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

E. Parental Involvement

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

1. The school Parent Coordinator involves the parents by organizing workshops every week on various relevant topics that address the needs of the ELL community. There are parent trips, adult ESL classes for the ELLs parents, and translation services. There is also a parent library in the main library. The PTA has monthly meetings to inform the parents of the school news and also address the needs of the parents about their children's education.

2. There is the Learning Garden for the ELLs parents that teaches about health and nutrition. There is also a Cookshop that teaches them healthy eating for themselves and their children. An organization called HELP-ROADS did a workshop to address healthy relationships in the family, discuss good parenting practices and stress-management.

3. The PTA gives out a questionnaire and provides translation to find out the needs of the parents. During the monthly PTA meetings they do a survey and have open discussions to understand the needs of the parents. The Parent Coordinator talks with the parents every day at dismissal to keep them updated about school news, gives out correspondence about the events and questionnaires about the needs of the families.

4. Based on the answers of the parent questionnaire and the results of the parent survey, the Parent Coordinator and the PTA plan their

E. Parental Involvement

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

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

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)	9	9	1	3	0	0	1	1	0					24
Intermediate(I)	2	2	7	2	1	0	1	1	1					17
Advanced (A)	4	1	3	3	3	3	2	3	2					24
Total	15	12	11	8	4	3	4	5	3	0	0	0	0	65

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	A	2	3	2	5	1	3	3	2	2				
	P	2	1	3	0	1	2	2	0	3				

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	3			6
4		3			3
5		2			2
6	1	2			3
7	1	1			2
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	3		2		2				7
4	2		1		1				4
5	2		2						4
6	1		2		1				4
7	1		1						2
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	1				2				3
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				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

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

2. One of the patterns revealed by the data across proficiency levels in Lab-r, are as follows: 12 beginners, 2 intermediate and 5 advanced. The pattern shows that most of the ELLs who are entering our school are beginners.

The NYSESLAT results for 2010-11 are as follows:

Kindergarten- Beginner-10, Intermediate-3, Advanced-1, Proficient-2

1st grade- Beginner-2 Intermediate-5 Advanced-3 Proficient-1

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **29Q116**

School Name: **William C. Hughley**

Cluster: **2**

Network: **5**

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.

When new students are enrolled in the school, a DOE Home Language Survey is given to the parent(s) to determine how well their child understands, speaks, reads, and writes in English. This survey also requests what written and oral language parents prefer to receive information in from the school. Once the form has been completed, the school secretary inputs this information onto ATS, which generates this information into a report. Then, the Parent Coordinator requests the in-house translators (E.A.'s) to prepare flyers in different languages so parents could be informed of events and attend PTA meetings. Also, interpreters are available for Parent/Teacher Conferences.

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

Data from the DOE's home language surveys were reviewed by the parent coordinator and the data was used to determine which languages were in need of support by translating information, both orally and in written form. The overwhelming majority of the parents in need of translation were Spanish speaking. This was evident for both oral and written translations. This year, there has been no requests for translations in any language other than Spanish. At her first PTA meeting of the year, our Parent Coordinator had a Spanish translator present. She then asked the parents if there was any other language that they needed translation for. No other languages were requested. The Parent Coordinator makes this request at every meeting that she has. Most parents at the PTA meetings expressed satisfaction that they were being represented and could take a more active part in the meetings. Our parent coordinator spoke about the Interpretation/Translation Unit services that are provided by the Department of Education at her first parent workshop and a discussion ensued as to ways that the funds to could be used to the school's benefit.

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.

Written translation services are done in-house by school staff. If needed, the Translation and Interpretation Unit will be contacted for assistance. The Parent Coordinator will meet twice a month, with administration, to determine that month's activities and the written and possible oral translation services that might be required. Our in-house staff will be contacted by the Parent Coordinator to receive their duties for that month. At the end of the school year, a list of forms that must be translated will be generated. The Principal will then contact our in-house translators to translate these forms into the languages needed for the upcoming 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.

Day to day oral interpretation will be done by in-house staff as needed. The Parent Coordinator will inform these translators of the upcoming meetings or workshops that they will need to attend. They will be instructed to be available to provide translation services to parents during our afternoon session. As Educational Assistants are not mandated to attend evening Parent/Teacher Conferences, our Parent Coordinator will contact the Translation and Interpretation Unit to send several translators, as needed and can be afforded, so that parents /guardians may have the opportunity to have their meetings translated into their native languages.

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

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



Title III Plan Review Form 2011-12

Senior ELL CPS/Reviewer: Gary D. Goldenback

Borough: Queens District: 29 School Number: 116 School Name: William C. Hughley

Cluster Leader: Amundsen Network Leader: Pisacano/Joyner Wells Title I Schoolwide Plan (Conceptual Consolidation?) yes

Intent and Purpose	Was there evidence of this intent/purpose?	
	YES	NO
Title III supplemental services for ELLs Direct instruction and direct supplemental services should be provided for: before/afterschool and Saturday programs, reduced class-size, and/or push-in services. These services are beyond the mandated units of service as per CR Part 154.	<input checked="" type="radio"/> Yes	<input type="radio"/> No Comments:
Professional Development High quality professional development that is "of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in classrooms."	<input checked="" type="radio"/> Yes	<input type="radio"/> No Comments:
Parent Activities	<input checked="" type="radio"/> Yes	<input type="radio"/> No Comments:
Budget	<input type="radio"/> Yes <input checked="" type="radio"/> NA (Title I SWP)	<input type="radio"/> No <input type="radio"/> NA (Title I SWP) Comments:
Approved? Yes <input checked="" type="radio"/> No <input type="radio"/> Date: 2/23/12 Senior ELL CPS: Gary D. Goldenback Additional Comments:		