



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: PS 116 - THE ELIZABETH L. FARRELL SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 32K116

PRINCIPAL: SEIW KONG **EMAIL:** SKONG@SCHOOLS.NYC.GOV

SUPERINTENDENT: LILLIAN DRUCK

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

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

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To improve literacy performance in grades K-5. By June of 2013, students from grades K-5 will increase one performance level or more in the ELA Citywide Instructional Performance Task as measured by the rubric in the Fall 2012 as compared the Spring 2013.

The breakdown by grades are:

- Grade K – 50%
- Grade 1 – 55%
- Grade 2 – 50%
- Grade 3 – 50%
- Grade 4 – 56%
- Grade 5 - 60%

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
 - Based on our 2011-12 Progress Report, our Median Adjusted Growth Percentile decreased from 81.5% to 64.0% for ELA. Although, there was an increase in student performing at levels 3 or 4, our Student Progress decreased for all G3-5 students.
 - Our Early Grade Progress for ELA is slightly below the city median, 2.2 as compared to 2.3.
 - Based on our School Report Card 2011-2012, our Closing the Achievement Gap decreased by 5% as compared to 2010-2011, 9%.
 - There is a need to increase ELA instructional rigor in grades K-2 to meet with the new CCLS standards and State test criteria.

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) key personnel 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.
 - Lead Teacher will attend professional development on the instructional shifts and performance task provided by the CFN and City in July, August and September; and turnkey to all teachers
 - Lead Teachers and Administrators will provide in-house professional development addressing instructional shift and Citywide Expectations to all grades K-5 teachers in September
 - Partnership with P.S. 145 and interschool visitation on text complexity and Close Reading of Passage in in December and January
 - Teacher will launch the Close Reading of Passage in the beginning of January using authentic text from CCSS Appendix B
 - JDL Consultant will provide professional development to Grades K-5 teachers in an effort to improve the integration of technology in ELA instruction aligned

- to the Citywide Expectations to motivate student learning from August to December
- JDL Consultants will work with students in G3-5 on technology skills in podcast, i-movies and e-book to motivate student learning
- Library/Media/Technology teacher will provide support to students and teachers. She will plan with the classroom teachers and the JDL Consultant. The student classroom work will be extended to Library/Media instructional time
- Building a vocabulary book for all students in grades K-5 so that students will transfer their learning of vocabulary words to reading and writing
- Teachers will use the Reading and Writing data from performance task, Acuity and Mock test to drive instruction and create small group for intervention
- Teachers will meet to discuss and make decisions on the alignment and adjustment of curriculum with CCLS
- Teachers will meet to discuss and make decisions on their delivery of instruction based on the student work
- Teachers will meet to discuss and reflect on their instruction based on student work and make adjustment accordingly to meet the needs of the student.
- Teachers will meet to discuss and make decisions on the alignment of the assessments to CCLS and make adjustment where necessary based on student data.
- Parents will be provided with workshops as how to support their children learning
- Weekly Vertical Team Planning will be conducted to ensure coherence of curriculum alignment in Grades K-5
- On-going Inter-Class Visitations will be conducted to provide teachers with support in the areas of lesson structure, instructional best practices and student engagement
- There will be an emphasis on small group instruction in an effort to address and meet the academic needs of every student
- Common preparation periods will be programmed for teachers to meet together
- Response to Intervention is implemented to provide support to students who are not performing at grade level in September
- Extended Day, After School Programs and Saturday Academy will be offered to students who are below the reading benchmark of their grade
- Book baggies will have prompts for skills, strategies and habits to support student in reading at their specific level. Student will set their reading and writing goals.
- Collaborative Inquiry Team will engage in analyzing student work and reflecting on their instructional strategies
- There will be a concerted focus on the grade 3 students. Our Progress Report indicated that grade 3 students are slightly below the median of our peers and city schools. During monthly grade conference, a focus on analyzing student work and data to ensure that teachers are providing strategic instruction
- A stronger focus on K, 1 and 2 on teacher instructional rigor to strengthen the grade 3 performance in the future
- Guidance Counselor and New York Psychotherapy and Counseling Center (NYPCC) will support students with social and emotional needs t to support student achievement

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 - Reading strategies on Daily Reading Response is disseminated in on Meet the Teacher Night.
 - Reading Response Questions will be provided to parents to support their children in reading and writing responses.
 - Workshops for parents on the components of the New CCLS Instructional Shifts in November.
 - Workshops for parents on the components and structure of the Math, ELA and NYSESLAT. Parents will be aware of the tests changes and standards. They will be given strategies on how to support their children's learning.
 - Parent with children who have behavioral issues which affect or impede their learning will be provided with a seven night session workshop on how to handle defiance in children and encouraging strong parent-children communication.
 - The Parent Coordinator will host homework strategies workshop for parents.
 - The Parent Coordinator will share information and respond to parents' questions and inquiries on ELA.
 - Parents will be trained on how to use ARIS Parent Link.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 X Tax Levy X Title I Title IIA X Title III Grants X Other

If other is selected describe here: Fair Student Funding as well as Contract for Excellence

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start)

- Our Guidance Counselor and Parent Coordinator reach out to the parents or guardians of students who are in temporary housing. They will assess their social/emotional or material needs. Students will receive counseling services through Guidance Counselor or New York Psychotherapy Counseling Center when deemed and also supply them with any basic materials or clothing to ensure these students continue to achieve academically. We will provide food during holiday seasons and basic hygiene supplies along with gifts for the holidays.
- We have a theatre program during afterschool hours to work with our students in theater production to promote reading and writing along with increasing confidence and speech articulation.
- Coalition for Hispanic Family Services provides After School Program for low income family. They provide homework support, art therapy and dance activities to students. They also provide tutoring to Extended Day, After School Academy for Success and Saturday Academy students.
- Ridgewood Bushwick provides homework help and extra-curricular to our students.
- Make the Road provides ESL classes, and orientation on tenants and landlords rights.
- Assemblyman offers workshops on Department of Labor, Housing programs, violence preventions and other community related workshops
- UFT online HW help where students could call.
- New Life Child Development Center provides free Head Start program to children before entering Kindergarten.
- Brooklyn Center for the Independence of the Disabled provides workshops on transition to elementary to middle and to high school, Individualized Educational Plan.
- Cornell University provide nutrition workshop to parents
- Health Plus provides information to ensure all students have health coverage
- Brooklyn Center for the Independence of the Disabled provides workshops on transition to elementary to middle and to high school, Individualized Educational Plan.
- Asphalt Green provides the recess enhancement program to students
- Department of Transportation provide workshop to students Road Safety and trip to Sign Shop

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To improve Mathematics performance in grades K-5. By June of 2013, students from grades K-5 will increase one performance level or more in the Mathematics Citywide Instructional Performance Task as measured by the rubric in the Fall 2012 as compared the Spring 2013.

The breakdown by grades are:

- Grade K – 50%
- Grade 1 – 60%
- Grade 2 – 60%
- Grade 3 – 55%
- Grade 4 – 55%
- Grade 5 - 60%

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
 - Based on our 2011-12 Progress Report, our Early Grade Progress median for Mathematics is lower than the city median; 1.7 as compared to 2.2
 - Based on our School Report Card 2011-2012, our Student Progress went down by 15% as compared to 2010-2011 and 5% as compared to 2009-2010.
 - Based on our School Report Card 2011-2012, our Closing the Achievement Gap decreased by 5% compared to 2010-2011, 9%.
 - There is a need to increase mathematic instructional rigor in grades K-2 to meet with the new CCLS standards and the new State test criteria

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) key personnel 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.
 - The Math Coach will attend the Title IIB Mathematics professional development on the Mathematics shifts and turnkey the instructional strategies to ensure Mathematics rigor in their lesson planning beginning September
 - The Math Coach will provide in-house professional development addressing instructional shift and Citywide Expectations in September
 - The Math Coach will provide on-going professional development in an effort to improve the integration of technology in Math instruction. This will ensure the development and improvement of the students' visual perception and understanding of Mathematic concepts.
 - Teachers will receive on-going in-house professional development from the Math Coach addressing specific Mathematical content and explicit Mathematical instruction.
 - The Math Coach will provide on-going in-house professional development for teachers regarding the importance of the standards for mathematical practices

- and the role of the teacher in ensuring that the standards are addressed in daily mathematical instructions.
- Grade 5 collaborative math team will meet to explore and plan methods for mathematical instruction in order to address and effectively implement the standards for mathematical practices.
- Teachers will attend Title II B Math professional development on Mathematical instruction and Mathematical practices. These teachers will turnkey the information to help in the improvement of classroom instruction and student achievement.
- Teachers will create cards for parents to support their children number sense fluency beginning November
- Teachers will use the Math data from performance task, Acuity and Mock test to drive instruction and create small group for intervention
- Weekly Vertical Team Planning will be conducted to ensure coherence of curriculum alignment in Grades K-5.
- Common preparation periods will be programmed for teachers to meet together
- On-going Inter-Class Visitations will be conducted to provide teachers with support in the areas of lesson planning/structure, instructional best practices and student engagement.
- Video tape Lead Teacher on her instruction in Mathematic to capture the best practices on academic rigor, student engagement, and integration of CCSS. This video will be used as professional development tool for all GK-5 teachers in January
- Lead teacher will also provide demonstration in mathematic instruction for GK-5 teachers in December and January. Teachers will have a debriefing session on what strategies they could use in their grade level class.
- Envision Consultant will be providing professional development on the technological aspect of the Envision Math Curriculum in September
- There will be an emphasis on small group instruction in an effort to address and meet the academic needs of every student
- There will be a concerted focus on the grade 3. Support will be provided for teachers in an effort to enhance instruction and improve student achievement. Teachers will receive professional development in using technology to track student progress, form small group and plan for instruction.
- Guidance Counselor and New York Psychotherapy and Counseling Center (NYPCC) will support students with social and emotional needs to support student achievement

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 - Reading strategies on Daily Reading Response is disseminated in on Meet the Teacher Night.
 - Reading Response Questions will be provided to parents to support their children in reading and writing responses.
 - Workshops for parents on the components of the New CCLS Instructional Shifts in November.
 - Workshops for parents on the components and structure of the Math, ELA and NYSESLAT. Parents will be aware of the tests changes and standards. They will be given strategies on how to support their children's learning.
 - Parent with children who have behavioral issues which affect or impede their learning will be provided with a seven night session workshop on how to handle defiance in children and encouraging strong parent-children communication.
 - The Parent Coordinator will host homework strategies workshop for parents.
 - The Parent Coordinator will share information and respond to parents' questions and inquiries on ELA.
 - Parents will be trained on how to use ARIS Parent Link.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here: Fair Student Funding; Contract for Excellence; ARRA RTTT Data Specialist

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - Our Guidance Counselor and Parent Coordinator reach out to the parents or guardians of students who are in temporary housing. They will assess their needs and supply them with any basic materials or clothing needed to ensure these students continue to achieve academically. We will provide food during holiday seasons and basic hygiene supplies along with gifts for the holidays.
 - We have a Theatre program during afterschool hours to work with our students in theater production to promote reading and writing along with increasing confidence and speech articulation.
 - Coalition for Hispanic Family Services provides After School Program for low income family. They provide homework support, art therapy and dance activities to students. They also provide tutoring to Extended Day, Academy for Success After School and Saturday Academy student.
 - Ridgewood Bushwick provides homework help and extra-curricular to our students.
 - Make the Road provides ESL classes, and orientation on tenants and landlords rights.
 - Assemblyman offers workshops on Department of Labor, Housing programs, violence preventions and other community related workshops
 - UFT online HW help where students could call.
 - New Life Child Development Center provides free Head Start program to children before entering Kindergarten.
 - Brooklyn Center for the Independence of the Disabled provides workshops on transition to elementary to middle and to high school, Individualized Educational Plan.
 - Cornell University provide nutrition workshop to parents
 - Health Plus provides information to ensure all students have health coverage
 - Brooklyn Center for the Independence of the Disabled provides workshops on transition to elementary to middle and to high school, Individualized Educational Plan.
 - Asphalt Green provides the recess enhancement program to students
 - Department of Transportation provide workshop to students Road Safety and trip to Sign Shop

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To improve literacy performance in grades 3-5 Special Education students. By June 2012, 35% of grades 3-5 Special Education students will be targeted to increase one performance level or more in the Citywide Instructional ELA Performance Task as measured by the rubric in the Fall 2012 as compared the Spring 2013.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
 - The 2011-12 Progress Report indicated that:
 1. 11.1% of our Special Education students met levels 3 or 4 in ELA
 2. 5.3% of our SETSS students met Levels 3 or 4 in ELA
 3. 48.3% of our Special Education students are below 75% percentile growth as compared to the city students
 - We have Grades 3, 4 and 5 ICT classes with newly arrived students who needs more support in language acquisition.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel 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.
 - Lead Teacher will attend professional development on the instructional shifts and performance task provided by the CFN and City in July and August; and turnkey to all teachers
 - Lead Teachers and Administrators will provide on-going in-house professional development addressing instructional shift and Citywide Expectations to all grades K-5 teachers
 - Partnership with P.S. 145 to conduct interschool visitation on Text Complexity and Close Reading of Passage in December and January
 - Teacher will launch the Close Reading of Passage in the beginning of January using authentic text from CCSS Appendix B
 - JDL Consultant will provide professional development to Grades K-5 teachers in an effort to improve the integration of technology in ELA instruction aligned to the Citywide Expectations to motivate student learning from July to December
 - JDL Consultants will work with students in G3-5 on technology skills in podcast, i-movies and e-book to motivate student learning
 - Library/Media/Technology teacher will provide support to students and teachers. She will plan with the classroom teachers and the JDL Consultant. The student classroom work will be extended to Library/Media instructional time
 - Building a vocabulary book for all students in grades K-5 so that students will transfer their learning of vocabulary words to reading and writing

- Parents will be provided with workshops as how to support their children learning
- Weekly Vertical Team Planning will be conducted to ensure coherence of curriculum alignment in Grades K-5
- Inter-Class Visitations will be conducted to provide teachers with support in the areas of lesson structure, instructional best practices and student engagement
- There will be an emphasis on small group instruction in an effort to address and meet the academic needs of every student
- Common preparation periods will be programmed for teachers to meet together
- Response to Intervention is implemented to provide support to students who are not performing at grade level
- Extended Day, After School Programs and Saturday Academy will be offered to students who are below the reading benchmark of their grade
- Book baggies will have prompts for skills, strategies and habits to support student in reading at their specific level. Student will set their reading and writing goals.
- The Lead Teacher will provide professional development in an effort to facilitate the integration of technology in ELA instruction. This will ensure the development and improvement of the students' visual perception and understanding
- Monolingual and Bilingual SETSS will be provided with PD on scaffold and text complexity to better support students
- Speech teachers will also be receiving PD to better support students
- Collaborative Inquiry Team will engage in analyzing student work and reflecting on their instructional strategies
- There will be a concerted focus on the grade 3 students. Our Progress Report indicated that grade 3 students are slightly below the median of our peers and city schools. During monthly grade conference, a focus on analyzing student work and data to ensure that teachers are providing strategic instruction
- A stronger focus on K, 1 and 2 on teacher instructional rigor to strengthen the grade 3 performance in the future
- Guidance Counselor and New York Psychotherapy and Counseling Center (NYPCC) will support students with social and emotional needs t to support student achievement

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 - Reading strategies on Daily Reading Response is disseminated in on Meet the Teacher Night.
 - Reading Response Questions will be provided to parents to support their children in reading and writing responses.
 - Workshops for parents on the components of the New CCLS Instructional Shifts in November.
 - Workshops for parents on the components and structure of the ELA and NYSESLAT. Parents will be aware of the tests changes and standards. They will be given strategies on how to support their children's learning.
 - Parent with children who have behavioral issues which affect or impede their learning will be provided with a seven night session workshop on how to handle defiance in children and encouraging strong parent-children communication.
 - The Parent Coordinator will host homework strategies workshop for parents.
 - The Parent Coordinator will share information and respond to parents' questions and inquiries on ELA.
 - Parents will be trained on how to use ARIS Parent Link.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here: Fair Student Funding; Contract For Excellence; ARRA RTTT Data Specialist

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - Our Guidance Counselor and Parent Coordinator reach out to the parents or guardians of students who are in temporary housing. They will assess their needs and supply them with any basic materials or clothing needed to ensure these students continue to achieve academically. We will provide food during holiday seasons and basic hygiene supplies along with gifts for the holidays.
 - We have a Theatre program during afterschool hours to work with our students in theater production to promote reading and writing along with increasing confidence and speech articulation.
 - Coalition for Hispanic Family Services provides After School Program for low income family. They provide homework support, art therapy and dance activities to students. They also provide tutoring to Extended Day, Academy for Success After School and Saturday Academy for Success.
 - Ridgewood Bushwick provides homework help and extra-curricular to our students.
 - Make the Road provides ESL classes, and orientation on tenants and landlords rights.
 - Assemblyman offers workshops on Department of Labor, Housing programs, violence preventions and other community related workshops
 - UFT online HW help where students could call.
 - New Life Child Development Center provides free Head Start program to children before entering Kindergarten.
 - Brooklyn Center for the Independence of the Disabled provides workshops on transition to elementary to middle and to high school, Individualized Educational Plan.
 - Cornell University provide nutrition workshop to parents
 - Health Plus provides information to ensure all students have health coverage
 - Brooklyn Center for the Independence of the Disabled provides workshops on transition to elementary to middle and to high school, Individualized Educational Plan
 - Asphalt Green provides the recess enhancement program to students
 - Department of Transportation provide workshop to students Road Safety and trip to Sign Shop

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, 100% of teachers would have participated in the three tiers of professional development to increase teacher effectiveness as evidence by attendance and implementation of the Citywide Instructional Expectations.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
 - Based on the Talent Management Pilot data, one third of teachers need professional development in the Using Questioning and Discussion Techniques along with Engaging Students in Learning competencies.
 - Based on the NYS Common Core Standards Shifts which impacts the NYS assessment, teachers need to receive PD in Text Complexity, Close Reading of Passage and Text Based Answer.

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) key personnel 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.

Tier I: Citywide Instructional Expectations

- 10 teachers and 1 Administrator received PD in the 2012 summer from the CFN on the ELA and Math instructional shifts
- 8 teachers were trained and began planning implementation with JDL consultant in the summer of 2012 in writing the ELA Citywide Instructional Expectations
- All grades 3-5 will receive additional planning and support from JDL consultant incorporating technology into the Fall ELA Citywide Instructional Expectations. All G3-5 teachers will have 12 sessions of professional development in technology on i-movie, podcast and e-books
- Per Session will be provided for teachers who participate in after school PD
- GK-5 teachers will receive PD on:
 - Curriculum mapping on the shifts July and August
 - Text complexity in September
 - Text Based Answer in September
 - Instructional shifts in ELA and Math in September
 - Close Reading in Passage in December and January
- Interschool visitation of best practices for grade leaders between P.S. 145 and P.S. 116
- Title IIB Math grant on the instructional expectations and shifts for Administrator, Math Coach, Parent Coordinator, ICT and General Education teachers
- Title IIB Math on RTI in Mathematics
- Student will use writing rubrics to set goal for themselves and monitor their growth; empowering student to take responsibility for their own learning
- The Math Coach will provide in-house professional development addressing instructional shift and Citywide Expectations.
- The Math Coach will provide professional development in an effort to improve the integration of technology in Math instruction. This will ensure the

development and improvement of the students' visual perception and understanding of Mathematic concepts.

- Teachers will receive in-house professional development from the Math Coach addressing specific Mathematical content and explicit Mathematical instruction.
- The Math Coach will provide in-house professional development for teachers regarding the importance of the CCSS for mathematical practices and the role of the teacher in ensuring that the standards are addressed in daily mathematical instructions.
- Video tape Lead Teacher on her instruction in Mathematic to capture the best practices on academic rigor, student engagement, and integration of CCSS. This video will be used as professional development tool for all GK-5 teachers.
- Weekly Vertical Team Planning will be conducted to ensure coherence of curriculum alignment of CCSS in Grades K-5.
- Guidance Counselor and New York Psychotherapy and Counseling Center (NYPCC) will support students with social and emotional needs to support student achievement

Tier II: Self-Assessment and Creating Goals

- Teacher survey on the professional developments needs
- Differentiated PD for teachers based on their needs
- One to one meeting or grade conference with teachers to create and set professional growth and increase teaching effectiveness

Tier III: Danielson Competencies – Observation Notes and Feedback

- Feedback to teachers will be based on the 5 Steps Approach to Effective Feedback:
 1. Prioritize
 2. Present Rubric Aligned Evidence
 3. Identify Development Areas
 4. Plan Concrete Action
 5. Set a Timeline
- Teachers will receive 3-5 short-cycles of observation with actionable feedback to increase teaching effectiveness
- Teachers will receive PD on the Danielson Framework for Teaching Rubric with a focus on Using Questioning and Discussion Techniques and Engaging Student in Learning
- Administrator, Lead Teachers, Math Coach, Data Specialist will support teachers with PD in areas of the needs
- Formal Observation with actionable feedback

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 - Reading strategies on Daily Reading Response is disseminated in on Meet the Teacher Night.
 - Reading Response Questions will be provided to parents to support their children in reading and writing responses.
 - Workshops for parents on the components of the New CCLS Instructional Shifts in November.
 - Workshops for parents on the components and structure of the Math, ELA and NYSESLAT. Parents will be aware of the tests changes and standards. They will be given strategies on how to support their children's learning.
 - Parent with children who have behavioral issues which affect or impede their learning will be provided with a seven night session workshop on how to handle defiance in children and encouraging strong parent-children communication.
 - The Parent Coordinator will host homework strategies workshop for parents.

- The Parent Coordinator will share information and respond to parents' questions and inquiries on ELA.
- Parents will be trained on how to use ARIS Parent Link.
- School Messenger will be utilized to inform parents of upcoming events
- Flyers will be distributed
- Monthly calendar distributed to parents

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 X Tax Levy X Title I _____ Title IIA _____ Title III _____ Grants X Other

If other is selected describe here: Fair Student Funding; Contract For Excellence; ARRA RTTT Citywide Instructional Expectations

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - Our Guidance Counselor and Parent Coordinator reach out to the parents or guardians of students who are in temporary housing. They will assess their needs and supply them with any basic materials or clothing needed to ensure these students continue to achieve academically. We will provide food during holiday seasons and basic hygiene supplies along with gifts for the holidays.
 - We have a Theatre program during afterschool hours to work with our students in theater production to promote reading and writing along with increasing confidence and speech articulation.
 - Coalition for Hispanic Family Services provides After School Program for low income family. They provide homework support, art therapy and dance activities to students. They also provide tutoring to Extended Day students and Saturday Academy for Success.
 - Ridgewood Bushwick provides homework help and extra-curricular to our students.
 - Make the Road provides ESL classes, and orientation on tenants and landlords rights.
 - Assemblyman offers workshops on Department of Labor, Housing programs, violence preventions and other community related workshops
 - UFT online HW help where students could call.
 - New Life Child Development Center provides free Head Start program to children before entering Kindergarten.
 - Brooklyn Center for the Independence of the Disabled provides workshops on transition to elementary to middle and to high school, Individualized Educational Plan.
 - Cornell University provide nutrition workshop to parents
 - Health Plus provides information to ensure all students have health coverage
 - Brooklyn Center for the Independence of the Disabled provides workshops on transition to elementary to middle and to high school, Individualized Educational Plan.
 - Asphalt Green provides the recess enhancement program to students
 - Department of Transportation provide workshop to students Road Safety and trip to Sign Shop

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To increase parental involvement at P.S. 116. By June 2013, parental involvement and participation in grades K-5 at P.S 116 will increase by 10% in workshops, PSA meetings and school events as evidenced by attendance log as compared to attendance log in June 2012.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
 - Based on 2011-12 data, we have about 30-60 parents attend the PTA monthly meetings; Workshops attendance range from 15-100 parents.
 - Student of the Month Assemblies attendance is about 200 parents for Grades K-5.

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,
 - a) key personnel and other resources used to implement these strategies/activities,
 - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - c) timeline for implementation.
- Partnership with Sylvan Learning to host workshops for parents to provide support to their children in homework and reading
- “Dads Bring their Children to School” day initiative
- Host Parents Meeting:
 - Title 1 Funding and Safety meeting
 - Common Core Learning Standards – ELA and Mathematics Instructional Shifts
 - Citywide Instructional Expectations
 - New State Test Mathematics and ELA G3-5 workshop on strategies which parents could use at home to support their children’s education
 - NYS Science Workshop
- Parent Coordinator and PTA will create workshops for parents/families to attend including, but not limited to, the following topics:
 - *The Total Transformation Program* – Strategies for Working with Defiance Children – An 8 session workshop:
 - Stress Management
 - Home Health and Safety Awareness
 - Cancer Awareness
 - Asthma awareness workshops
 - Domestic Violence
 - Single Parent
 - Child Support
 - New York Psychotherapy and Counseling Center
- Continue the Motherhood Initiative

- Continue the Fatherhood Initiative
- Family Holiday Dance Party
- Friends and Family Valentine Dance
- Student of the Month Assemblies
- Dial A Teacher
- Coalition for Hispanic Family Services will hire 10 tutors who will provide small group and one to one instruction during Extended Day, Academy for Success After School and Saturday Academy
- Continue the Learning Leaders Program to increase the number of parent volunteers in the school
- Kindergarten Orientation for incoming September parents.
- Parent coordinator will conduct workshops on ARIS where parents will learn how to login and view their child's information and data

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 - Reading strategies on Daily Reading Response is disseminated in on Meet the Teacher Night.
 - Reading Response Questions will be provided to parents to support their children in reading and writing responses.
 - Workshops for parents on the components of the New CCLS Instructional Shifts in November.
 - Workshops for parents on the components and structure of the Math, ELA and NYSESLAT. Parents will be aware of the tests changes and standards. They will be given strategies on how to support their children's learning.
 - Parent with children who have behavioral issues which affect or impede their learning will be provided with a seven night session workshop on how to handle defiance in children and encouraging strong parent-children communication.
 - Family Holiday Dance Party in December and Family Dance Valentine Party in February
 - The Parent Coordinator will share information and respond to parents' questions and inquiries on all test information and CCLS.
 - School Messenger will be utilized to inform parents of upcoming events
 - Flyers will be distributed
 - Monthly calendar distributed to parents
 - Child care will be provided for some workshops
 - Provide materials and take-away materials for Kindergarten Orientation in June so that parent could work on the workbooks with their children over the summer before they enter Kindergarten

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy X Title I _____ Title IIA X Title III _____ Grants X Other

If other is selected describe here: Fair Student Funding; TL Translation Services; TL Parent Coordinator

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - Our Guidance Counselor and Parent Coordinator reach out to the parents or guardians of students who are in temporary housing. They will assess their needs and supply them with any basic materials or clothing needed to ensure these students continue to achieve academically. We will provide food during holiday seasons and basic hygiene supplies along with gifts for the holidays.
 - We have a Theatre program during afterschool hours to work with our students in theater production to promote reading and writing along with increasing confidence and speech articulation.
 - Coalition for Hispanic Family Services provides After School Program for low income family. They provide homework support, art therapy and dance activities to students. They also provide tutoring to Extended Day students and Saturday Academy for Success.
 - Ridgewood Bushwick provides homework help and extra-curricular to our students.
 - Make the Road provides ESL classes, and orientation on tenants and landlords rights.
 - Assemblyman offers workshops on Department of Labor, Housing programs, violence preventions and other community related workshops
 - UFT online HW help where students could call.
 - New Life Child Development Center provides free Head Start program to children before entering Kindergarten.
 - Cornell University provide nutrition workshop to parents
 - Health Plus provides information to ensure all students have health coverage
 - Brooklyn Center for the Independence of the Disabled provides workshops on transition to elementary to middle and to high school, Individualized Educational Plan.
 - Asphalt Green provides the recess enhancement program to students
 - Department of Transportation provide workshop to students Road Safety and trip to Sign Shop

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<p>FUNDations- A multi-sensory approach used to address phonological/phonemic awareness, phonics and spelling difficulties.</p> <p>AWARDS Reading Program – A balanced literacy program that supports the needs of our ELL and at-risk students. Award Reading is targeted for ELLs in grades K-4 and our CTT classes. Technology can be used on a daily basis and is an integral part of instruction. The program contains powerful assessments and hundreds of engaging and thought provoking print and electronic texts in different genres. It guides children along a leveled continuum of reading, ensuring that they develop the necessary grade-level phonemic awareness, phonics, fluency, vocabulary, comprehension, and technology skills necessary for today’s classrooms.</p> <p>Destination Reading – Online reading program that reinforces the literacy standards for grades</p>	<p>FUNDations is provided as a small group/pull out intervention to our grades K and 1 at risk students.</p> <p>Small group tutoring provided to our Level 1 and 2 students in grades 1-5 (general education, Special Education and Bilingual students).</p> <p>Small group tutoring provided to our Level 1 and 2 students in grades 1-5 (general education, Special</p>	<p>FUNDations is provided to the Kindergarten, First grade & second grade classrooms as small group instruction during the regular school day and extended Day</p> <p>Extended Day</p> <p>Extended Day</p>

	<p>2, 3, 4 & 5.</p> <p>Title I Afterschool Academic Program</p> <p>ELLs Saturday Academy</p> <p>Differentiated Instruction in the classroom- Each teacher provides differentiated instruction through conferences, strategy lessons, technology, and guided reading to all students in grades K-5.</p> <p>Academic Intervention Provider</p>	<p>Education and Bilingual students).</p> <p>Small group instruction provided to students in students from grades 1-5.</p> <p>Small group instruction to help the ELLs in grade K-5 to support English language proficiency.</p> <p>Small group instruction to help the AIS and below grade low students or one to one conference</p> <p>Small Group instruction for Reading and Writing for Level 1 students</p>	<p>Tuesday- Thursday from 3:09-4:30 (during afterschool hours)</p> <p>Saturday from 9-12.</p> <p>During regular school hours.</p> <p>During School hours and Extended Day</p>
Mathematics	<p>Extended Day</p> <p>Title I Afterschool Academic Program- Students in grades 3-5 will be provided with additional instruction in mathematics.</p> <p>ELLs Saturday Academy Students in grades K-5 will be provided with an intensive afterschool program to support their mathematics learning.</p> <p>Differentiated Instruction in the classroom- Each teacher provides differentiated instruction through conferences, strategy lessons, technology, and guided reading to all students in grades</p>	<p>Small group tutoring provided to our Level 1 and 2 students in grades 1-5 (general education, bilingual and Special Education).</p> <p>Small group instruction provided to students in students from grades 1-5.</p> <p>Small group instruction to help the ELLs in grade K-5 to support English language proficiency.</p> <p>Small group instruction to help the AIS and below grade low students.</p>	<p>Extended Day hours from 2:30-3:08</p> <p>Tuesday- Thursday from 3:09-4:30 (during afterschool hours)</p> <p>Saturday from 9-12.</p> <p>During regular school hours.</p>

	K-5. Destination Math- Online program for students in grades 2, 3, 4 and 5.	Small group instruction to help the AIS and below grade low students.	During regular school hours.
Science	Differentiated instruction by the Science cluster teacher and classroom teachers during the regular day in Grades K-2; 3-5. Extended Day Science for Grade 4 students After School Programs for Grade 4 students	Hands-on instruction and reinforcement in writing short and extended responses. Extensive professional development for teachers in grades 3-5 to support our at risk students in the Science content. Small group instruction and whole class instruction. Small group instruction and whole class instruction.	During regular school hours. Extended Day 2:30-3:08 Tuesday-Thursday 3:09-4:30
Social Studies	Differentiated instruction by the classroom teacher.	Classroom-Initiated Projects on Social Studies themes which will culminate in a published writing piece with integrated prompted & task writing	During regular school hours.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance: Small group and individual intervention provided to students focusing on social and coping skills, feelings, character education, and career awareness. Guidance is trained in Peer Mediation and Conflict Resolution. School Psychologist Social Worker Includes talk therapy, role modeling, and play therapy Vision/Hearing Screening	Pulls out small groups for conflict resolution and turnkeys information to all our staff in K-5. Provides one to one or small group. Provides mandated services only. Provides services to at-risk students on a one to one or small group basis. K-1 students are screened for vision and hearing by the Health Department to provide early detection and services. Grades 2-5 hearing and vision screening is completed by	During regular school hours. During regular school hours. These services are provided at least one time per week. During regular school hours.

		our health aide.	
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HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

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

- Lead Teachers who specializes in Mathematics, Science, Reading and Writing to support teachers in best practices
- Lead Teacher is assigned as a mentor to new teachers
- Lead Teachers will provide professional development to all teachers in the Citywide Instructional Expectations
- Math Coach and Lead Teachers will provide support to teachers in the CCLS for curriculum mappings and lesson plans
- Teachers will attend professional development provided by the City, CFN and Title IIB Grant
- Contracted consultants to provide professional development to teachers on aligning technology with instruction
- Teachers who are assigned to AIS has proper certificate
- Payroll Secretary and Administrator will work with Human Resource personnel to ensure that all requirements are met before teachers are hired

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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 educating their children and having positive relationship with their children, such as *Dads Bring their Children to School Day*; *Total Transformation Parent Institute*
- encouraging more parents to become trained as school volunteers or Learning Leaders
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter 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 sending out flyers in the languages that parents can understand

**SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED**

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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2012-13**

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

Part I: School ELL Profile

A. School Information [?](#)

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

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

Principal Seiw Kong	Assistant Principal Debbie Diaz
Coach Otis Benjamin (Math)	Coach n/a
ESL Teacher Ivelisse Rosario	Guidance Counselor Frances Diaz
Teacher/Subject Area Cortney Loyd/ELA	Parent Myrna Rivera
Teacher/Subject Area Andrea Ambris/Math	Parent Coordinator Iris Rivas
Related Service Provider Jessica Jackson	Other Judy Chen, Data Specialist
Network Leader Ada Orlando	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	5	Number of certified bilingual teachers	4	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	1	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	2		

D. School Demographics

Total number of students in school	535	Total Number of ELLs	157	ELLs as share of total student population (%)	29.35%
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Part II: ELL Identification Process

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

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

When parents come into PS 116 to register their children, we have the school secretary who will sit and explain the registration process. The secretary then takes out the HLIS (home language survey) and contacts the ESL teacher. The secretary and licensed and qualified ESL teachers, who is appointed, Judy Chen and Ivelisse Juarbe walks the parents through the form and completes the form. Judy Chen speaks English, Cantonese, and Mandarin. Ivelisse Juarbe speaks and writes in Spanish and English. Schools should make every effort to stay in close contact with ELL parents, from administering the HLIS, to informing them of their child's eligibility for ELL services, to collecting the forms that indicate the parent's program choice for their child.

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

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

Our ELLs take the NYSESLAT annually. To ensure that all eligible ELLs take the exam we print out all necessary reports such as the RYOS, and the RLAT to cross reference student names. The ESL teachers and testing coordinator then go through the list to ensure that all students, including X-coded, are added to that list as well. Then, all newcomers including transfer students are double-checked to ensure that they are eligible for testing. Teachers and selected staff members (ESL teacher, AIS, SETSS, Administrator/Testing

Coordinator, and Coaches) are trained to administer and score the NYSESLAT according to the state regulations.

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

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

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

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

5. The trend is either the TBE or Freestanding ESL but the more favorable choice is Freestanding ESL. During 2012-13, very few of our parents requested Bilingual due to shifts in CCLS standards. Parents are more knowledgeable in the CCLS and feel that as the NYS assessments are more rigorous, they are choosing to opt for Freestanding ESL for their children. Therefore, PS 116 has responded by phasing out our TBE to accommodate parent requests. 11% of our ELL parents requested Bilingual program including and 89% requested ESL (Total 157). About 13% of the parents chose to remain in Bilingual (1st grade) and 87% wanted their children in the ESL program.

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

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input type="checkbox"/>	No <input type="checkbox"/>	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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0	18	0	0	0	0								18
Dual Language (50%:50%)	0	0	0	0	0	0								0
Freestanding ESL														
Self-Contained	16	0	13	0	11	0								40
Push-In	9	14	15	27	6	28								99
Total	25	32	28	27	17	28	0	0	0	0	0	0	0	157

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	157	Newcomers (ELLs receiving service 0-3 years)	109	Special Education	30
SIFE	2	ELLs receiving service 4-6 years	15	Long-Term (completed 6 years)	1

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. [i](#)

	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	18									18
Dual Language	0									0
ESL	108	2	15	30		15	1			139
Total	126	2	15	30	0	15	1	0	0	157

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	18	0	0	0	0	0	0	0					18
Chinese														0
Russian														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
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	18	0	18										

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	25	14	27	27	16	28								137
Chinese	0	0	1	0	1	0								2
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	25	14	28	27	17	28	0	139						

Part IV: ELL Programming

- A. Programming and Scheduling Information**
1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
 2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
 3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
 4. How do you ensure that ELLs are appropriately evaluated in their native languages?
 5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
 6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic

A. Programming and Scheduling Information

content areas and accelerate English language development?

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

1. a) Instruction is delivered by self-contained and push-in/pull-out ESL teachers. PS 116 offers a TBE program and a Freestanding ESL Program. Our bilingual program is offered for G1. Our ESL program is offered through push-in/pull-out model for grades K-2 and 3-5.

b) We created a predominately ELL class per grade to focus on students with special English language acquisition needs and heterogeneous children. In grades K-5th, we have licensed ESL teachers serving our ELLs in a push-in/pull-out. In Kindergarten, 2nd and 4th grades we have a self contained ESL class that is offered due to the large number of ELLs in that grade. The ESL push-in/pull-out teachers work collaboratively with the classroom teachers of the predominately ELL students.

2. For Mathematics, we follow the Envision math curriculum in English Language. Content areas such as Science and Social Studies are taught in NLA, using the ESL approach, with a 10-15 minute summary in their native language. Academic Vocabulary is a focus of the school with regards to the CCLS as well as the CityWide Expectations. We use the Harcourt Science curriculum for grades 3-5 and FOSS for grades K-2. For Social Studies, we have ordered textbooks for all the grades and in previous year, the leveled libraries are used to align with the NYS standards accordingly. It is taught in Spanish & English through an ESL approach and summarized in their native language. The ELLs will continue to receive after-school and Saturday Academy that target ELLs, to provide them with additional ESL academic intervention services with a primary focus on Principle 2: Academic Rigor. Integration of ESL/NLA strategies into the Literacy Block in all classrooms with the use of leveled libraries in both languages (English and Spanish). Teachers deliver lessons that foster English language development as well as NLA development (i.e. Book Talks, Turn and Talk, Shared/Partner Reading, Read Aloud, Oral Reports, Close Reading of Passage, etc.). Teachers also provide additional opportunities and materials to foster oral language development and to assist students in making the transition from Spanish to English with a focus on Principle 4: Explicit English as a Second Language (ESL), English Language Arts (ELA) and Native language Arts (NLA) Instruction. Parents are supported through a variety of workshops, parent meetings, and the parent coordinator is in constant contact with our parents.

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

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

5. a) We currently have 1 SIFE students and they are placed in a general education setting. The student is serviced by the ESL teacher. She

A. Programming and Scheduling Information

is licensed in ESL and/or Bilingual. They will be getting one on one instruction with classroom instruction as well as intervention with extended day; Saturday Academy as well as support from the Arts & Literacy Program. A college student is assigned to work with the SIFE student 1:1. These children are currently attending afterschool and any other programs that we might have available to them. Including the Saturday Academy and all enrichment programs such as The Town Hall Theatre, which is lead by our one our teachers.

b) For our ELLs that have been identified as newcomers (1-3 years), we have offered them bilingual programs if they are available and/or placed them in the self-contained or designated ELL classroom, where the ESL teachers push-in to provide extra support. The ELLs are offered extended day, afterschool, and the Saturday Academy as well as all enrichment activities. The teacher and the ESL push-in will provide small group instruction. The coaches and lead teachers will provide teachers with additional support to improve instructional practices to better serve our students. The school, in a joint effort to best support our students, have partnered with the Arts & Literacy Program to provide 1:1 support for our lowest-third population including our ELLs.

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

d) We have identified 1 of students as long-term ELLs. The ESL teacher provides push-in/pull-out support. The child is offered extended day, Saturday Academy as well as afterschool. The child is closely monitored and is receiving SETSS for academic intervention as well. This child is afforded every opportunity to participate in all extra curricular activities.

e) The language goals of students with IEPs state, that students will acquire language proficiency through TBE/ESL methodologies. Teacher's College Running Records and Interim Assessment for students with/without an IEP in Bilingual classes are used for differentiated instruction and informational purposes. Teacher assessments, portfolios, Envision Math, and Treasures unit assessments are all formal and informal assessments the school uses to identify the strengths, weaknesses, and needs. Through direct observation and through several assessment tools our 23 ESL students identified as having special needs appear to have difficulties acquiring the English language due to their disabilities. We have Bilingual and push-in/pull-out ESL to accommodate our parents' choices. We continually have PPT (Pupil Personnel Team), School Leadership Team, Study groups, Inquiry-based and Cabinet meetings to update any and all information regarding our student body. In these meetings teachers are invited to attend if the need arises and teachers are collaborating with one another to identify and provide the needs of the students. RTI is another initiative that our school has started. This RTI teacher will also be servicing some of our lowest 3rd ELLs if the need arises.

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

Teaching English language learners to be successful writers depends on the quality of the instructional process, practices, and classroom climate for learning. Research suggests two principles of writing instruction for ELLs. First, literacy instruction should center on understanding and on the communication of meaning. The teachers' role is to support students as they carry out meaningful literacy activities involving the full processes of reading and writing. Second, writing instruction should take place in the context of a rich and challenging curriculum. The teachers' role is to provide instructional materials and activities that meet and challenge a student's language production level and provide access to standards-based academic content.

1. Explicit instruction in writing mechanics and composition skills is necessary for writing success.

2. Vocabulary and oral language development are an integral part of writing.

3. Writing flourishes in a safe community of learners, where teacher and students are writing and sharing their writings, editing each other's work (students edit teacher's writing also), and where they publish together. ELLs need a sense of community and structure that allows them to take risks on their way to learning in a new language and culture.

4. Using culturally responsive instruction, teachers explore with their classes the ways in which students and their families use literacy at home and in the community. Teachers then bring these topics, styles, and cultural knowledge into the writing themes.

5. We use cooperative learning during the planning, revising, and editing of their writing, so that students give feedback to one another as well as use feedback that has been given. ELLs learn a great deal just from examining each other's writing. Through this process, ELLs have many opportunities to write, learn new text structures and words, and become familiar with the mechanics of writing in English.

English language learners (ELLs) often have problems mastering science, math, or social studies concepts because they cannot comprehend the textbooks for these subjects. ELLs at all levels of English proficiency, and literacy, will benefit from explicit instruction of comprehension skills along with other skills.

6. For 2012-2013, we have included close-reading of texts and reinforced the 50/50 of fiction and non-fiction in the classrooms to have all our ELLs exposed to genres of texts. Response to Intervention is another initiative that PS 116 has begun to implement.

A. Programming and Scheduling Information

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

- have been mainstreamed after some bilingual instruction;
- are being pulled out for English as a Second Language or Sheltered English instruction; and/or
- have been assessed as English proficient but you know that they still need additional help with language, reading, and writing.

Additional steps for ELLs

- Identify vocabulary words that you think might be difficult for students to understand when they read the text. Write ELL-friendly definitions for each - that is, simple, brief definitions ELLs can easily understand.
 - Model think-alouds. For example: verbalize a confusing point or show how you use a strategy to comprehend something. "This sounds very confusing to me. I better read this sentence again."
 - Demonstrate fix-up strategies. For example: I need to think about this. Let me rethink what was happening. Maybe I'll reread this. I'll read ahead for a moment.
 - Partner ELLs with more dominant English speakers and ask each student to take a turn reading and thinking aloud with short passages.
 - After working with partners successfully, ask ELLs to practice independently by using a checklist
- For advanced ELLs: When students' English proficiency and basic reading skills have increased, you can teach the following steps not just to ELLs, but to all students – because everyone will benefit.
- In pairs, have students survey the text and use an idea map to record the main idea and details.
 - Ask partners to read the text.
 - Have partners restate the main idea and supporting details. At this point, they can add to their idea map or make necessary corrections.
 - Then ask students to reread the text and either develop their own questions (pretending to prepare a test for their partner) or write a short summary of what they just read.
 - After that, have partners check each other's work.
 - Finally, partners can share their questions or summaries with other teams.

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

The importance of teaching academic vocabulary: For English language learners (ELLs), vocabulary development is especially critical for their ability to read and comprehend texts. The selection of vocabulary words to teach ELLs can be grouped into three tiers. Vocabulary instruction is essential to effective math instruction. Not only does it include teaching math-specific terms such as "percent" or "decimal," but it also includes understanding the difference between the mathematical definition of a word and other definitions of that word.

The importance of increasing student language production in the content area: Academic Language and Vocabulary

- How to select vocabulary words for teaching ELLs; Increasing academic language knowledge

Literacy in Content Areas

- Oral language development for beginners; Introducing a text before reading; Reading comprehension strategies for content learning; Reading non-fiction text

Lesson Planning and Activities

- How to develop a lesson plan that includes ELLs; Cooperative learning strategies; Connecting background knowledge to content; Hands-on activities; Graphic organizers; Music and language learning

Content-Area Resources

Math: Math Instruction for English Language Learners; Reading and Understanding Written Math Problems

Science - Using Science to Develop ELLs' Language Skills

Social Studies - Preparing an Engaging Social Studies Lesson for English Language Learners; Using Timelines to Enhance Comprehension

Using technology: Technology can also be a powerful tool in math instruction for ELLs.

To provide access to rich academic content areas and to accelerate their English Language Development, PS 116 is using the following to address our ELLs as well as school-wide are the following internet based resources: BrainPop, World Encyclopedia, Award Learning, Destinations ELA/Math and Performance Series. PS 116 uses Foss Kits for K-2 and Science textbooks from McGraw Hill to support our

A. Programming and Scheduling Information

Science curriculum. A new Science Lab has been installed at PS 116 to increase student interest as well as to cultivate a culture of scientific inquiry. Houghton Mifflin Social Studies was purchased for grades K-5. The Envision Math program will incorporate a technology component that will enable ELLs with more visuals as well as technology exposure.

7. PS 116 uses curricular, instructional, and scheduling flexibility to meet the diverse needs of our ELLs-SWDs within the least restrictive environment by allowing teachers to adjust their curriculum through scaffolding, differentiation (group-work). The ESL push-in/pull-out teachers collaborate with teachers to adjust schedule as needed to provide services for students.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	Spanish			
Social Studies:	Spanish			
Math:				
Science:	Spanish			

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

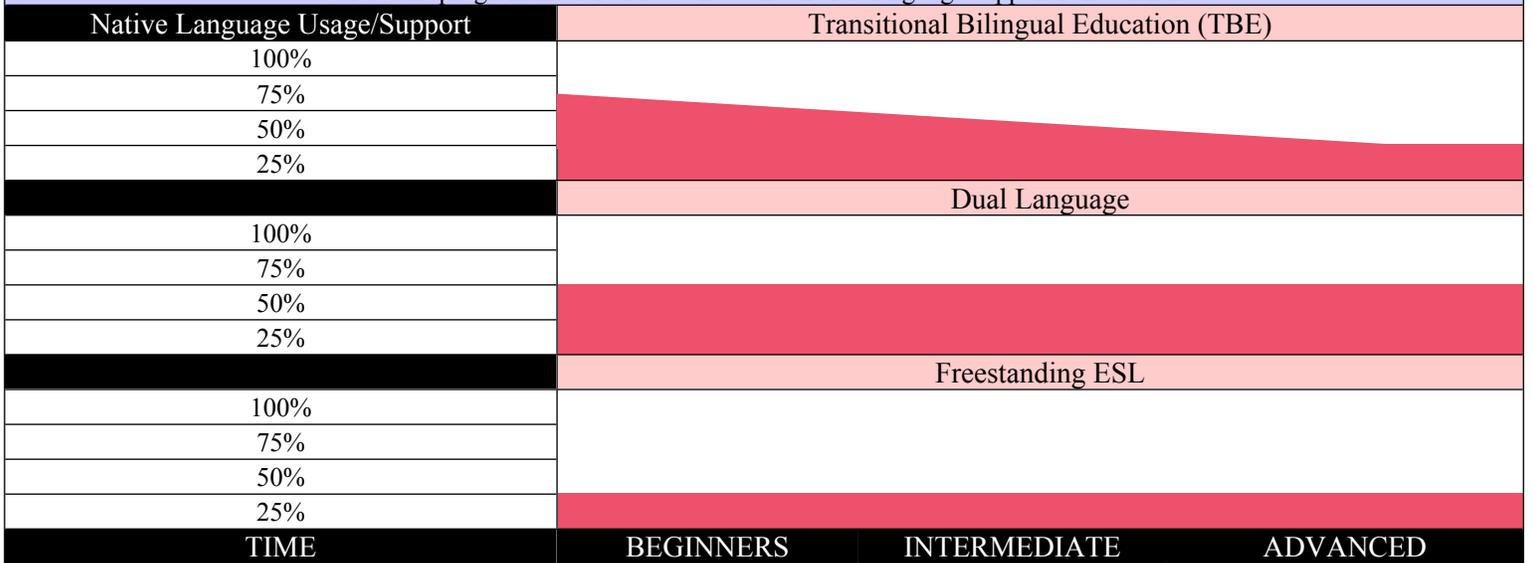
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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



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

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
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?

8. One of the improvements we will be making is increased professional development for Bilingual Teachers and personnel working with ELLs. In these sessions teachers will be analyzing data from the NYSESLAT, ELA, Math, and Science (if applicable), from their own students. One of the programs that Bilingual and ELL teachers can utilize is Destinations Math/ELA and AWARD Reading so our ELLs will have access and exposure in reading through the use of technology. JDL, an out of school staff developer worked with our K-5 teachers as well as students to embed technology into their fall performance tasks. All students were given the opportunity to present their projects to parents and staff. Other internet based materials such as our core Math - Envision will be used as a resource for our students. As part of our initiative to further align and improve our Social Studies curriculum, Houghton Mifflin Harcourt, new textbooks have been purchased for all grades K-5. These textbooks are aligned to the New York City Performance Standards as well as address parts of CCLS and the City-Wide expectations.

Curriculum Mappings and lessons have been updated to include the Common Core Learning Standards , Depth of Knowledge, as well as UDL. Academic vocabulary is through the Common Core will be imbedded in our curriculum as well.

Our students also participate in enrichment programs and activities such as Violin, Recorder, Drama, Joyce Theatre events, Technology Club, , and Science Club. Besides the Title I, Title III, and the Saturday Academy for our ELLs, the above enrichment programs and other academic programs (Academy for Success and Arts and Literacy Program) are extended to all our ELLs as well as school-wide.

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

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

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

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

11. We have not cut any instructional programs. However, due to budget constraints we have discontinued extracurricular activities such as the Ballet program, Hip Hop Dance program and certain arts programs. We have added a RTI teacher to comply with City-Wide Mandates as of January 2013. This personnel will service all "Tier 2" students. As the numbers are low on the general education population, we have also included some of our lowest-third ELLs to provide extra support. Teachers that have been trained to use Foundations and Wilson will provide intervention during extended day or used in groupings during the school day as the need arises. For 2012-2013 our two lead teachers, a science/social studies, & math coach to further support our teachers in aligning the Common Core Learning Standards using Depth of Knowledge and Universal Design Learning guidelines to address multiple learning needs of our student population.

12. All programs are offered our ELLs for the Title I Afterschool program for grades 3-5, as well as the ELL Saturday Academy targeted to the ELLs only for grade K-5. All extra curricular activities include the classes as a whole so no one ELL is left out of any of the programs that are provided.

13. The instructional materials that are used to support our ELLs for ESL: Treasures (CORE) and Rigby "On Our Way to English" which is used for the ESL/ELA (SUPPLEMENTAL). Triumphs is another supplemental 'at-risk' program our classroom teachers have to support students as well as FOCUS (skill-based) reading materials that K-5 classrooms have for differentiation with our ELLS. All classes have been provided with leveled libraries in English and Native Languages (Spanish) for Bilingual classes. The Social Studies curriculum materials are based on leveled libraries in English and textbooks have been ordered in English and Spanish. The Science program is provided in Spanish/English to bilingual classrooms from Harcourt (grades 3-5) and FOSS (grades K-2). In Math we have the Envision Math program that is available in English and Spanish, Math Steps are being used as a supplemental support for our students as well (English/Spanish).

Our plan for the 30 ELLs, who have received ESL services 4-6 years, are continuously offered extended day, afterschool programs funded Title I and Title III, as well as any extra curricular activities that is offered. These children continue to receive ESL services. After thorough examination of their student records and/or portfolios some of these ELLs are recommended for mainstream classrooms to further extend their language experience. These students are monitored by the inquiry-based teams, which we have integrated throughout the grades, for a successful transition into the mainstream classrooms.

We have identified 1 long-term student. We have continuously applied for the Extension of Services for these students annually. The long-term students have continually improved in the four modalities. However, most of them seem to have improved much in the writing area. We will continually provide support for the targeted students. These students are no longer exempt from taking city/state tests. Based on formal assessments, all of the above mentioned students continue to improvement. Teachers use Running Records and the Treasures program to monitor for progress. Continue with our Bilingual and ESL daytime instructional program, which emphasizes on listening and speaking in English. Small group/differentiated instructions in the classrooms will continue to provide the intervention our students need due to budget constraints.

The language goals of students with IEPS state that students will acquire language proficiency through TBE/ESL methodologies. Running Records, Interim Assessment, are used for differentiated instruction. Teacher assessments, portfolios, and Treasures unit assessments are all formal and informal assessments the school to identify the strengths and needs. Through direct observation and through several assessment tools. 30 ESL students identified as having special needs appear to have difficulties acquiring the new language (English) due to their disabilities. We have CTT, Bilingual and push in ESL to accommodate our parents' choices. We continually have PPT (Pupil Personnel Team), School Leadership Team, Study groups, Inquiry-based and Cabinet meetings to update any and all information regarding our student body. In these meetings teachers are invited to attend if the need arises and teachers are constantly collaborating with one another to identify and provide the needs of the students.

Any student that has been recommended services such as SETSS (English/Spanish), counseling, speech therapy (English/Spanish), and occupational therapy is receiving the services stated in their IEP and/or Personal Intervention Plan. Service providers have materials available to them in the Literacy Resource Room such as leveled libraries in English and Spanish. These providers are also welcome to the resources that classroom teachers have available.

One of the improvements we will be increased professional development for Bilingual Teachers and personnel working with ELLs. In these sessions teachers will be analyzing data from the NYSESLAT, ELA, Math, and Science (if applicable), from their own students. One of the programs that we are in the process of implementing further, Destinations Math/ELA will be extended to 2nd grade and up so all the ELLs will have access through the internet. Implementation of Performance Series will also be included. Other internet based programs such as Award Reading, BrainPop, and Destination Math/ELA will continue to be implemented. As part of our initiative to further align and improve our Social Studies curriculum, Houghton Mifflin Harcourt, new textbooks have been purchased for all grades 3-5. These textbooks are aligned to the New York City Performance Standards.

14. In order to address the critical needs of the increasing population of ELL students, our school has implemented a program of intensive instruction in native language arts (NLA), English as a Second Language (ESL), and English Language Arts (ELA) through the Treasures Program. For our math we use the Everyday Math curriculum (English/Spanish). Students in 1st grade Bilingual and students in grades K-5 receive daily a 90-minute block of literacy in NLA, 90 minutes of ESL for beginners and intermediate students, 45 minutes of ESL and 45 minutes of ELA for advanced students. During the ESL block our teachers use “Treasures” program which teachers have started to initiate and will be used as the core. The Rigby “On Our Way to English” libraries and TC libraries as well (English/Spanish) will be used as a supplemental. For our 3-5th grade classes we have purchased textbooks to align with the Social Studies curriculum and the Social Studies curriculum that we adopted last year (leveled libraries) will be used to support the S.S. curriculum. Science libraries are English/Spanish. The Sciences are taught by the classroom teaches using the state curriculum and our cluster science teacher. In the Bilingual classrooms there are English/Spanish libraries available.

We provide English Language Learners as well as other students with supplemental instruction 3 days after school. The classroom size will be no larger than 15 people from grades 3-5 in support of ELA and Math. Assistance from high school and college students to further support our lowest-third students through collaboration with the Arts & Literacy program will be provided as well. Certified bilingual and ESL teachers will teach this program. This program will target all eligible 1st-5th grade students including the ELLs students, approximately 120 students, in our school. There will also be a Saturday Academy offered to all ELLs from 9-12pm in grades Kindergarten thru 5th. It will assist in meeting the New York State Education Department standards in English, Math, Science, and Social Studies. ELL students will receive standards based instruction three-days a week for two hours in ESL and content area instruction. Instruction will prepare students for the NYESLAT/ELA/Math and content area assessments. Materials will include but not limited to, authentic materials such as periodicals, newspapers, scientific journals, and other ESL instructional materials for literacy and content area instruction.

PS 116 offers professional development in various areas. For example reading, math, content area instruction, and data driven instruction. Our school has integrated into our mandated professional development various workshops geared to the ELL population of our school. Our teachers will attend workshops provided from the CFN, BETAC with regards to our ELLS and latest research, including Title IIB Math.

15. All required services and resources are age and grade appropriate. If materials are not aligned then teachers are to differentiate according to the needs of the students.

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

17. Our ELLs are not offered language electives at this point as we are an elementary school however, we do offer a transisitional bilingual program in Spanish.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

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

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

Professional development will not be funded by Title III.

September 2012	Unwrapping Common Core/Citywide Expectations- Instructional Shifts
September – June 2013	Interscholar Visitation for Best Practices (PS 116 & PS 145) (Lead Teachers/Grade Leaders will turnkey)
September 2012 - June 2013	Curriculum Alignment with DOK, UDL, and CCLS through Planning Sessions Lead by Lead Teachers (ELA/Science/Social Studies) & Math Coach.
October 2012 – June 2013	Grade Inquiry Team meeting every Monday, extended time – Looking at Data & Academic Gaps to Drive Instruction
October 2012 – June 2013	Hosted by CFN as well as network schools – Strategies for ELA/Math Targeting ELLs - Questioning Techniques; Curriculum Mapping; Addressing Common Core
January 2013 - June 2013	Study Group - Facilitator - ELA Lead Teacher
November 2012	Using Data (NYSESLAT) to Drive Instruction for ELLs/Delving Deeper into Citywide Expectations
March-May 2013	NYSESLAT Test Training for all General Education/Bilingual Teachers

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

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

E. Parental Involvement

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

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

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

Parent Involvement Through the School:

- Meet and Greet the Teacher Night
- Monthly meetings with the PTA and Parent Coordinator to discuss concerns that parents might have.
- Student of the Month participation from students, parents, and teachers which includes a class that performs to further encourage parent involvement.

*Joyce Theatre Presentations

*Technology from JDL Presentations

• Workshops held and to be held:

- September 2012 - June 2013 9-10 PTA (Monthly)
- October 2012 - June 2013 Student of the Month (Monthly)- Parents are invited to celebrate the success of their children
- September 2012 Welcome Orientation of All Students (ELLs) - Programs for ELLs
- September 27, 2012 How to Support Your Child At Home (Meet & Greet Teachers) 5-6:30 pm
- November 6, 2012 Math Shifts & Support as well as workshop that we provide to parents through out the year (Grades K-5)
- November 2012 Guidance Counselor - Application process for Grade 5 Parents
- December 14, 2012 Family Christmas Gathering from 5-10pm
- January 2013 Parent Orientation for ELLs (Newcomers)
- January 2013 Parent Meeting with regards to MATH & ELA new testing specs (continuous)
- June 2013 Awards Assembly (K-5)

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

Part 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)	12	3	1	0	3	5								24
Intermediate(I)	13	10	19	7	4	11								64

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Advanced (A)	6	17	6	10	21	9								69
Total	31	30	26	17	28	25	0	0	0	0	0	0	0	157

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	3	0	0	0	0	0							
	I	15	4	1	0	2	3							
	A	5	23	19	3	8	7							
	P	12	6	9	18	21	20							
READING/ WRITING	B	12	4	1	0	2	5							
	I	10	9	19	7	4	11							
	A	8	9	6	11	23	14							
	P	5	11	3	3	2	5							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	9	8	3	0	20
4	4	18	5	0	27
5	14	14	0	0	28
6					0
7					0
8					0
NYSAA Bilingual Spe Ed	0				0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	7	0	9	1	4	0	0	0	21
4	0	1	3	2	20	0	3	1	30
5	0	2	2	12	2	9	1	2	30
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	2	5	1	13	0	8	1	30
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests									
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)				
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	
ELE (Spanish Reading Test)									
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. PS 116K is taking a data-driven approach to improving student performance, using item analysis, portfolio assessment, and other indicators to identify and address weaknesses and target areas for growth on a continuous basis. Ongoing assessments are both formal and informal. These assessments include, but are not limited to, Acuity Predictive Assessments, NYSESLAT, NYS ELA and NYS Math, NYS ELE, NYSESLAT, TCRWP Running Records, Treasures (Weekly & Unit Assessments), Envision Math Unit Assessments, individual teacher notes and informal assessments. In addition, the data on the Annual School Report Card, Progress Report, Acuity, and ATS have been analyzed to determine trends in academic performance as well to better address the needs school-wide.

PS116K has made some gains as well as some decreases in ELA/MATH. Most significant has been an increase in the amount of students at levels 3 & 4 in Science— 81% in Spring 2010, 2011 we are at 76% and in 2012 we are at 87%. A total increase of 6% from 2010. In addition, we have met our safe harbor targets and are in good standing with the city. We were the only school in our district to receive a "A" in the report card as well which is a worthy accomplishment in spite of the fact that all English Language Learners (ELLs) in an English Language School System (ELSS) were mandated to take the ELA exam with 1 or more years. Given this tremendous challenge, all our ELLs and General Education students met and exceeded the performance index set for our school. We are indeed proud of this major accomplishment and anticipate impressive gains in ELA and Math this year as well.

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

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

(Continued from previous question) Many of our teachers, while enthusiastic and eager to learn, still need intensive professional development in the area of guided reading and one-to-one focused literacy intervention practices so that they can provide our youngest learners with research based literacy strategies, especially in fluency and phonemic awareness. Therefore, our literacy coaches shall work intensively with all teachers in this area. In addition, a guided reading bookroom has been established with over 10,000 books to support guided reading in all classrooms, including the Bilingual classes, ELLs and Special Education. In an effort to maintain reading growth over the summer with the intention to lessen the impact of summer reading loss, we have created a summer reading initiative program, for the second year to target this issue. This initiative is to offer a variety of library books students choose to read over the summer, anywhere between 5 to 6 novels for the upper grade and lower grades, anywhere from 5 to 10 books. This year, we will create Collaborative Inquiry Team for all grades; one CTT Inquiry Team and one Bilingual Team K-5. The goal of the Collaborative Inquiry is to focus on targeted population on moving academic progress. Teachers will come together to discuss the needs of students in the same grade level and plan strategically to support students in acquiring the skills needed in all content areas. The CTT Inquiry Team will focus on increasing special education student's writing performance and the Bilingual Teacher Team will focus in enhancing the curriculum to increase teachers' effectiveness in instruction. We are also working with the Running Records developed by the TCRWP and selected a series of interim assessments from Acuity to monitor, diagnose and support students in grades 3-5 in both ELA and Mathematics. We will continue to provide professional development and support to the teachers since these tools are new and require an extensive amount of training, especially with ARIS.

Many of our English Language Learners are also experiencing difficulty in second language acquisition and in literacy. Consequently we have continued to provide our teachers with both on/off site professional development in specific strategies that will help them support students in their classrooms who are second language learners. These teachers have attended many in-house sessions on assessment, guided reading, intervention and small group ESL instructional approaches that will support our second language learners and their transitions to increased ELA strategies and instruction. This year, we initiated the Saturday Academy for Success for all ELLs students K-5 to provide additional support because most of our incoming ELLs do not speak English. The Saturday Academy will utilize the AWARDS online program as well as the Rigby. We will also work towards strengthening teachers instructional strategies by continuing to provide and send teachers to professional development regarding ELLS.

2. For K-2, the modality that needs to be worked on is Reading and Writing. We just need to move them from the intermediate level up to the advanced. As for listening and speaking our students are doing very well. For grades 3-5, the results are showing us that Listening and Speaking are the modalities that most have mastered. Reading and Writing will continue to be worked so that students can become as proficient as possible and with the inquiry groups we created last year most of our ELLs met their 20 points gain. However, we cannot forgot the listening and speaking modalities. Based on the patterns across the four modalities instructional decisions will be affected. Teachers will focus on the modality that is weakest and plan accordingly. Most of our students need to work on reading and writing and have made great improvements.

We have 21 students that passed the NYSESLAT this year. The modality that still needs to improvement is writing. These students are offered after-school, Saturday, and during the day with monolingual classroom teachers and the ESL teacher provides additional support for one year for transitional support and through after school, services provided to all students during the day with monolingual.

The data are consistently about the same. ELL students appear to be responding better to Math than to ELA. Treasures weekly and unit assessments are used a tool for teachers to improve instruction. TCRWP Running Record is used to monitor needs of students as well. It provides teachers insight into what the students might be lacking. Teachers will re-teach certain areas if needed.

3. Based on the above needs assessments, all teachers agreed that it is crucial to build the early childhood foundations for all content areas in order for them to succeed in upper grades. Therefore, P.S 116K will implement the followings:

- All K-2 teachers will provide Treasures to all students during school day.
- The classroom teacher who will provide 'at-risk', small group intervention to the below grade level students.
- All Bilingual programs curriculum will be analyzed and adjusted as necessary to ensure coherence in all grades K-5 so that students are able to have continuity in a more effective way.
- Native Language Arts (NLA) program was purchased to ensure that native speaking students acquire a strong native language acquisition

and skills to transfer to the second language learning.

- English as a Second Language curriculum will focus on English Language and Writing in order to increase ELLs English language proficiency and to ensure that they receive the mandated ESL hours and these hours increase as they progress into the school year.
- Initiate the ELLs Saturday Academy for Success to provide additional support for language acquisition, especially in the area of writing and math support as well.
- Provide professional development to all bilingual teachers to learn and increase effective teaching practices.
- Create survey to assess teachers' professional development needs and provide on/off site professional development for all staff based on the survey
- Create a collaborative inquiry team for each grade to target a selected population in order to increase student academic performance.
- *Teachers will formulate strategic instruction and assessment to monitor and track student progress.
- Develop a student performance spreadsheet for grades 3 to 5 which consist of data from ARIS which reflects the strands and skills needed to increase their Reading performance. This spreadsheet acts as a tool for teachers to use for differentiated instruction in various forms such as small group instruction, guided reading, strategy lesson, and individual conferences. 3rd to 5th grade students will have a Mock ELA exam to provide teachers with the baseline assessment to differentiate instruction and create grouping for small group instruction.
- Empowering students to develop short and long term goals for all content areas in order for them to take ownership of their learning
- Conduct mock Quality Review Walkthroughs to assess all of the five quality statements
- Align the Social Studies and Science state standards to the balanced literacy curriculum and to develop a more detailed curriculum mapping that includes assessments imbedding the CCLS.

4. After analyzing data across the grades by teachers, data shows that an area that we need to work on is the writing modality. We need to further enhance their writing modalities by using fluency, comprehension and conventions across the grades. Teachers have analyzed their NYSESLAT data and determined the gains/losses based on individual student.

Tests provided in their native language prove to have better outcomes. Math that is taken in their native language provide better results as well as the Social Studies. With the Acuity in both ELA and Math, the Math usually procures better results due to the fact that it is administered in the Native Language and instruction is taught in the Native Language. Students that are more proficient in English/Spanish they are provided with a translation version of whatever language they fare better in. All ELLs are provided with this support during testing time.

School leaders and teachers meet periodically to analyze the results of the periodic assessment for ELLs to plan, modify, and improve instruction as needed. After analyzing the periodic assessments for our ELLs we have come to the conclusion that writing is an area that we need to focus, such as fluency, comprehension, and writing conventions. We have created teacher teams for all the grades that meet periodically to analyze data and determine a plan of action.

Native language is used for instruction and assessment. Instruction in the native language is used as the core in the Bilingual class. Native language is also used to assess students in the Native language arts, science, and social studies.

ELA and Math Assessments

A total of 75 ELLs took the ELA in grades 3 to 5. Our students meet the AYP using our safe harbor target with is 107. In grade 3, 9 of them scored a level 1, 8 of these students are level 2, and 3 level 3. In 4th grade, 4 of them are a level 1, 18 level 2, and 5 level 3. In 5th grade 14 scored a level 1 and 14 scored level 2. Analysis of our ELL population shows a slight increase of 0.05% from 2010-2011. The percent of level 1's remained the same for 2012 from 2010-2011 which is at 36% . The percentage of level 2's increased from 49% in 2010-2011 to 53% in 2011-2012. The percentage of level 3 decreased from 16% in 2010-2011 to 11% in 2011-2012. However, with a closer look at individual grade levels there is a steady increases in grade 4 and a decrease in grade 3 and 5 therefore, we will continue to monitor their progress. With some increase and decrease across the grades in our ELL population we will continue to study and reflect on our ELL population.

As for the NY state math total of 81 ELLs who took the test in English. In 3rd grade, 7 scored a level 1, 9 scored a level 2, and 4 scored a level 3. In 4th grade, 1 scored a level 1, 5 scored a level 2, 20 scored a level 3 and 4 scored a level 4. In Grade 5th, 2 scored a level 1, 14 scored a level 2, 11 scored a level 3 and 3 scored a level 4. Overall we have increased 2% in our Math. Over the past 3 years we have moved from 52.2% in (2010) and increased to 57% and increased to 59%. 3rd grade decreased by 13%. For 2012 school year, 19% of our 3rd graders met levels 3 & 4. 80% of our 4th graders meet levels 3 & 4. Special Education students increased by 40% at levels 3 and 4.

This is an area of of great improvement and we will continue to monitor progress as well as to address the needs our our ELL population and Special Education.

Science

An analysis in Science reflects a positive trend over the past three years. For 2010, 84% of our 4th graders at levels 3 & 4, which is an increase of 17% and in 2011 we went down to 76%. Which is a decrease of 8%. However, 2012 our students went up 11% (87%).

5. N/A

6. Under the CR Part 154 all beginner/intermediate ELLs are required to have 360 minutes of ESL instruction and advanced ELLs are required to have 180 minutes of instruction per week. ELA instruction for all ELLs as required under the CR Part 154, 180 minutes per week. As for the Transitional Bilingual program Native language arts is to be taught 90 minutes daily (intermediate) and 45 minutes daily (advanced). We have identified 2 SIFE students in our school.

We have identified 111 of our ELLs as students who have been here less than three years, 60 are between 4-6 years, and no as long-term ELLs. Based on their HLIS program their first language was Spanish or Chinese. 90% of these parents chose TBE after the parent orientation and 10% of parents chose the Freestanding ESL program after the parent orientation as well. 99% of our ELL population took the NYSESLAT exam. PS 116 is currently teaching content-area in the NLA. For ESL we are using Treasures and Rigby “On Our Way to English” as a supplement. Our advanced students receive at least 225 minutes a week of ESL/ELA instruction. Beginners and intermediates will receive 360 minutes of instruction in ESL/ELA.

Our ESL teacher takes attendance and has scheduled accordingly. The ESL/Bilingual Coordinator (teacher) continually goes to the mandated meetings for any and all updates in regards to ELLs. The TBE program is using Treasures as well as Rigby “On Our Way to English” as a supplement. The ESL teacher provides Guided Reading and Shared reading in the classrooms while they push in and/or pull-out – collaborating with the teachers. Our ESL teacher pushes in daily to the classrooms. Based on t he needs of the students and/or levels of these students. For Beginners & Intermediate students the weekly instructional minutes are 360. Advanced students are provided 180 minutes of instructional time. We created a predominately ELL class per grade to focus on students with special English language acquisition needs. The ESL push-in teacher works collaboratively with the classroom teacher of the predominately ELL students. The two teachers plan and articulate effectively at common preps. The classroom teacher and the ESL teacher work in small groups consistently through the time allotted for Math.

Currently, PS 116 is using Treasures, On Our Way to English (Rigby), as a supplement / NLA – Spanish books. We also provide additional professional development (NYSABE) training in the implementation of ESL strategies to be used by the regular classroom teachers as well as the cluster teachers. Teachers will plan and articulate principles of effective instruction of ELLs via the Teacher’s College consultants. ESL/Bilingual teachers will attend ESL TC calendar/regional day and turnkey for the staff.

Part VI: LAP Assurances

School Name: The Elizabeth L. Farrell School		School DBN: 32K116	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Seiw Kong	Principal		1/9/13
Debbie Diaz	Assistant Principal		1/9/13

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

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Iris Rivas	Parent Coordinator		1/9/13
Ivelisse Rosario	ESL Teacher		1/9/13
Myrna Rivera	Parent		1/9/13
Cortney Loyd/ELA	Teacher/Subject Area		1/9/13
Andrea Ambris/Sci., SS. & Math	Teacher/Subject Area		1/9/13
Otis Benjamin (Math)	Coach		1/9/13
N/A	Coach		1/9/13
Francis Diaz	Guidance Counselor		1/9/13
Ada Orlando	Network Leader		1/09/13
Judy Chen (ESL Coordinator)	Other <u>Data Specialist</u>		1/9/13
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 2 **Network:** 412

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

Part A: Needs Assessment Findings

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

We have office staff and parent coordinator to translate whenever there is a need for translation. The parent coordinator will make appointments to accommodate parents that need a translator to communicate with the teachers. Documentations are translated by school staff during non-school hours or by the PTA from English to Spanish to ensure that information is understood by parents. Parents receive information in their native language in a timely manner whenever notifications are sent home. School Messenger is also being utilized as a form of communication to parents on all school events in Spanish and English. In addition, we also contract interpreters to translate during workshops.

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

The major findings are that we have adequate staff to help with the translation of documentations that need to be sent home. However, we found that during Parent Teacher Conference, we need more staff at hand to help with oral interpretation. More support is needed during the night PTC as compared to the day conference. The findings were reported to the School Leadership Team and school meetings.

Part B: Strategies and Activities

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

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

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

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

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

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

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

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: The Elizabeth Farrell School	DBN: 32K116
Cluster Leader: Christopher Groll	Network Leader: Ada Orlando
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: PS 116 Title III program provides English Language Learners with supplemental instruction in English on Saturday. The Saturday Academy will begin December 1st and end March 30th, from 9:00-12:00. There will be total of 14 sessions. There is a need for CB teachers to work in the program, the two ESL teachers will team-teach and rotate between the groups. The classroom size will be no larger than 15 students. 6 certified teachers, two in ESL and 4 certified Common Branch teachers will work in the Saturday Academy program. The ESL certified teacher will team-teach and rotate as needed between the groups due to the shortage of ESL/Bilingual licensed teachers for the Saturday Academy. Five groups will be taught by a CB teacher with a BL/ESL teacher pushing in into these five groups during the instructional time for 36 minutes each group. This program will target all eligible K, 1st, 2nd, 3rd, 4th, and 5th grade ELL students, approximately 90 students, in our school.

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

Part C: Professional Development

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

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

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

•On-going ELA Planning Sessions - Revision of Curriculum for Treasures Aligning to Common Core including DOK, as well as points of entry for our ELLs and Special Needs students.

•Envision Math Planning Sessions – Instilling and Looking at Strategies to Support ELLs in Math Instruction (All year long).

*Title IIB - Math Planning for ELL teachers, General Education Teachers, and (All year long)

*AMAO Measurement Tool - October 11, 2012, Ms. Chen, ESL Coordinator

Part C: Professional Development

- Lead Teacher – Instilling and Looking at Strategies to Support ELLs in Science and Social Studies
- NYSESLAT, ELA, as well as Teachers College Reading Running Records and Writing Rubrics for Evaluation and Assessment
- Workshops provided by the CFN as well as TWEED and other associations related to ELLs are recommended for teachers to attend throughout the school year.

Professional development will not be funded by Title III.

September 4 Unwrapping Common Core/Citywide Expectations

September 2012 - June 2013 Curriculum Alignment with DOK, UDL, and CCLS through Planning Sessions Lead by Math Coach, Leader Teachers in ELA, Science & Social Studies

October 2012 – June 2013 Grade Inquiry Team meeting every Monday, extended time – Looking at Data & Academic Gaps to Drive Instruction

September 2012 – June 2013 Hosted by CFN as well as network schools – Strategies for ELA/ELLs as well as Compliance

December 2012 - January 2013 Lead Teachers and Partnership with P.S. 145 - Close Reading of Passage

March-May 2013 NYSESLAT Test Training for all General Education/Bilingual Teachers

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

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

Part D: Parental Engagement Activities

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

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

Part D: Parental Engagement Activities

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

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

Parent Involvement Through the School:

- Meet and Greet the Teacher Night
- Monthly meetings with the PTA and Parent Coordinator to discuss concerns that parents might have.
- Student of the Month Assemblies which involves participation from students, parents, and teachers. Classes are scheduled to perform to further encourage parental involvement.
- Workshops such as:
 - Welcome Orientation for All Students
 - Dads Bring Your Child to School Day
 - Safety Orientation (October)
 - Anti-Bullying
 - Child Support
 - Stress Management
 - How to Support Your Child At Home (ELA/MATH) - through the school year
 - ELA/MATH Support as well as workshop that we provide to parents throughout the year
 - Common Core State Standards and Instructional Shifts
 - NYSESLAT Support for Parents (Date TBD)

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

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$20828

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	\$13,379 teacher per session \$1,834 administration per session	Per session will be paid to teachers to teach the Saturday ELL Academy. An administrator will be on hand to supervise the Saturday ELL Academy
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	\$5615	NYSESLAT Practice Books for grades: K- 5 will be purchased to supplement other materials that will be used during the Saturday ELL Academy.
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		