



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : MARY LINDLEY MURRAY

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 02M116

PRINCIPAL: JANE HSU **EMAIL:** JHSU@SCHOOLS.NYC.GOV

SUPERINTENDENT: MARIANO GUZMÁN

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
Jane Hsu	*Principal	
Andrea LaRocca/Melissa Seigel	*UFT Chapter Leader or Designee	
Marlowe Bamberger/Jane Thompson	*PA/PTA President or Designated Co-President	
Gary Shevell	Member/ CSA-Elected	
Jodi Frank	Member/Teacher	
Tamara Kromholz	Member/Teacher	
David McGreevy	Member/Teacher	
Erica Silverstein	Member/Teacher	
Michele Yokell	Member/Teacher	
Mauro Pennacchia	Member/K Parent	
Jacqueline Sam	Member/1 st Grade Parent	
Monisha Nariani	Member/2 nd Grade Parent	
Beth Parise	Member/3 rd Grade Parent	
Cindy Kue	Member/4 th Grade Parent	
Dana Nicholson	Member/5 th Grade Parent	
Diana Florence	Member/Parent-at-Large	

** 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.

By June 2013, 1st grade students, including students with disabilities and English Language Learners, will demonstrate progress as readers as follows (as measured by TCRWP running records):

- *70% of students entering below Kindergarten June standards (A/B/C) will achieve at least a Fountas and Pinnell reading level I;*
- *100% of students entering 1st grade at level E/F will achieve at least a Fountas and Pinnell reading level J;*
- *100% of students entering 1st grade at level G/H will achieve at least a Fountas and Pinnell reading level K;*
- *100% of students entering 1st grade at level I will achieve at least a Fountas and Pinnell reading level M.*

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.

Research has overwhelmingly demonstrated that early childhood literacy is a key determining factor for future academic success. A trend analysis of 1st grade reading levels from 2011-2012 indicates:

- *37% of 1st graders entered 1st grade below September standards;*
- *86% of 1st graders met or exceeded grade-level standards (Level I) by June 2012;*
- *63% of 1st graders met grade-level standards by June 2012 and moved an average of 7.1 reading levels; the remaining 37% moved an average of 3.5 reading levels.*

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.

Activity #1

- a) *Professional Development: PD will be provided to teachers on the following topics: CCLS Speaking and Listening Standards, Charlotte Danielson's Framework for Teaching: Teacher Effectiveness Rubric 3B-Using Questioning and Discussion Techniques, Guided Reading, Shared Reading, Interactive Read Aloud. School-wide study around reading comprehension.*
- b) *Target Population(s): Teachers servicing Kindergarten and 1st grade students & Kindergarten and 1st grade students.*
- c) *Responsible Staff Members: Principal, Assistant Principal, Literacy Staff Developers (internal and external), Reading Recovery-trained teachers.*
- d) *Implementation Timeline: September 2012 through June 2013.*

Activity #2

- a) *37½-minute Extended Time Sessions: Targeted small-group instruction will be provided to bottom-third 1st grade students, specifically focusing on Guided Reading.*
- b) *Target Population(s): 1st grade bottom-third students.*
- c) *Responsible Staff Members: Teachers servicing 1st grade bottom-third Students, Kindergarten Teachers, Reading Recovery-trained teachers.*
- d) *Implementation Timeline: September 2012 through June 2013.*

Activity # 3

- a) Reading Recovery & Small-group Intervention: Reading Recovery and small-group reading intervention will be provided to eligible students from the bottom-third 1st Grade student population, as well as students identified by classroom teachers as requiring more support.
- b) Target Population(s): 1st grade bottom-third students, as well as students identified by classroom teachers as requiring more support.
- c) Responsible Staff Members: Reading Recovery-trained teachers.
- d) Implementation Timeline: September 2012 through June 2013

Activity # 4

- a) Guided Reading Instruction: Guided Reading instruction will be provided by classroom teachers, as well as push-in and pull-out instruction.
- b) Target Population(s): Teachers servicing 1st grade students & 1st grade students.
- c) Responsible Staff Members: Teachers servicing all 1st grade students, Reading Recovery-trained teachers.
- d) Implementation Timeline: September 2012 through June 2013.

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.

- *Monthly Families as Reading Buddies in which families are invited into classrooms to engage in literacy-based instructional activities alongside their children;*
- *School-led workshops in literacy, as well as Parent Days at Teachers College, as part of our partnership with the Reading and Writing Project, to build parent understanding of our approach to literacy instruction and to support their efforts to be effective partners;*
- *A Reading Recovery breakfast is held for families of students participating in the Reading Recovery and reading intervention programs, in which the goals and importance of parental involvement in the programs are emphasized;*
- *An ESL breakfast will be held for families of students receiving ESL services, in which the goals and importance of parental involvement in the program are emphasized;*
- *Teachers send home monthly newsletters, which will include updates on instructional work relating to classroom reading activities.*
- *Teachers servicing 1st grade students will reach out to families of those students whose attendance at 37½-minute Extended Time Sessions is inconsistent.*
- *The Guidance Counselor will work with families of students whose school attendance is inconsistent.*

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:

Supplemental PTA funding

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).

Tax Levy, Title I STH for Non-Title I Schools, Title IIA Supplemental, and Supplemental PTA funding will be used to implement this action plan to target 1st grade readers from September 2012-June 2013 as indicated below:

- *Reading Recovery-trained teachers;*
- *Literacy Coach;*
- *Literacy Consultants from The Reading and Writing Project at Teachers College, Columbia University.*

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.

By May 2013, 4th grade students who are Black/Hispanic will demonstrate progress in their ability to write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 70% of this population (25 students) will move at least 1 performance level, as measured by Task #4 of the Teachers College 2012-2013 Reading Informational Texts and Argument Writing Performance Assessment.

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.

A thorough review of pre-assessment data on the Teachers College 2012-2013 Reading Informational Texts and Argument Writing Performance Assessment revealed that 94% of Black and Hispanic students performed at Level 1 compared to 73% of their Caucasian peers.

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.

Activity #1

- a) *Professional Development: PD will be provided to teachers on the following topics: writing in response to reading, using performance assessments to monitor student progress and differentiate instruction, understanding the TCRWP writing continuum, the CCLS Speaking and Listening Standards, Charlotte Danielson's Framework for Teaching: Teacher Effectiveness Rubric 3B-Using Questioning and Discussion Techniques.*
- b) *Target Population(s): Teachers servicing Black/Hispanic 4th grade students, as well as 4th grade Black/Hispanic students.*
- c) *Responsible Staff Members: Teachers servicing Black/Hispanic 4th grade students, Principal, Assistant Principal/Data Specialist, Staff Developers (internal and external).*
- d) *Implementation Timeline: September 2012 through June 2013.*

Activity #2

- a) *37½-minute Extended Time Sessions / Extended Day / Saturday Academy: Targeted small-group instruction will be provided to SWD's and Black/Hispanic students specifically focusing on the CCSS Speaking and Listening Standards and writing about reading, in addition to targeted preparation for New York State standardized tests.*
- b) *Target Population(s): Students in the Black/Hispanic sub-groups (boys and girls).*
- c) *Responsible Staff Members: Teachers servicing Black/Hispanic students (boys and girls).*
- d) *Implementation Timeline:*
 - *37½-minute Extended Time Sessions—September 2012 through June 2013*
 - *Extended Day—January 2013 through April 2013*
 - *Saturday Academy—March 2013 through April 2013*

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.

- *Teachers will send home monthly newsletters which will include updates on instructional work relating to the CCLS Speaking/Listening Standards and writing about reading;*
- *Monthly Families as Reading Buddies in which families are invited into classrooms to engage in literacy-based instructional activities alongside their children;*
- *Families will be invited in to classrooms to celebrate/appreciate student work relating to the CCLS Speaking and Listening Standards and writing about reading;*
- *School-led workshops in literacy, as well as Parent Days at Teachers College, as part of our partnership with the Reading and Writing Project, to build parent understanding of our approach to literacy instruction and to support their efforts to be effective partners;*
- *The Parent Coordinator and other staff (e.g., administration, coaches) will attend regularly scheduled parent meetings (e.g., PTA) to share information and respond to parent questions and inquiries;*
- *Teachers servicing 4th grade Black/Hispanic students will reach out to families of those students whose attendance at 37½-minute Extended Time Sessions or Extended Day is inconsistent;*
- *The Parent Coordinator and Guidance Counselor will work with families of students whose school attendance is inconsistent.*

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:

*City Council Member funding
Supplemental PTA funding*

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).

Tax Levy, Title I STH for Non-Title I Schools, City Council Member funding, and Supplemental PTA funding will be used to implement this action plan to target Black/Hispanic 4th Grade students from September 2012-June 2013 as indicated below:

- *Literacy Coach;*
- *Literacy consultants from The Reading and Writing Project at Teachers College, Columbia University;*
- *Teacher per session for Extended Day and Saturday Academy sessions.*

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.

By June 2013, 100% 5th grade students will improve by 20%, their ability to demonstrate their understanding and skills when working with Number and Operations involving fractions as measured by a pre- and post-Acuity 5th grade baseline assessment.

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.

An analysis of the Fall 2012 Acuity 5th grade baseline assessment revealed that 5th grade students were able to successfully demonstrate their understanding and skills when working with fractions 53% of the time. The New York State Common Core Learning Standards for 5th grade Mathematics indicate that instructional time should focus on Number and Operations with Fractions and the NYSED has further indicated that approximately 40% of the New York State 5th Grade Assessment in Mathematics will measure students' understanding and ability in Number and Operations with fractions.

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.

Activity #1

- a) Professional Development: PD will be provided to teachers on the following topics: understanding the CCLS Mathematical Practices and Mathematical Content, using performance assessments to monitor student progress and differentiate mathematics instruction, Charlotte Danielson's Framework for Teaching: Teacher Effectiveness Rubric 3B-Using Questioning and Discussion Techniques.
- b) Target Population(s): Teachers servicing 5th grade students.
- c) Responsible Staff Members: Teachers, mathematics coach.
- d) Implementation Timeline: September 2012 through June 2013.

Activity #2

- a) 37½-minute Extended Time Sessions / Extended Day / Saturday Academy: Targeted small-group mathematics instruction will be provided to bottom-third 5th grade students specifically focusing on the CCLS Mathematical Practices and Mathematical Content, in addition to targeted preparation for New York State standardized tests.
- b) Target Population(s): 5th grade students.
- c) Responsible Staff Members: Teachers servicing 5th grade students, mathematics coach.
- d) Implementation Timeline:
 - 37½-minute Extended Time Sessions—September 2012 through June 2013
 - Extended Day—January 2013 through April 2013
 - Saturday Academy—March 2013 through April 2013

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.

- *Teachers will send home monthly newsletters which will include updates on instructional work relating to the CCLS Mathematics Standards;*
- *Monthly Families as Math Buddies in which families are invited into classrooms to engage in mathematics-based instructional activities alongside their children;*
- *School-led workshops in mathematics, to build parent understanding of our approach to mathematics instruction and to support their efforts to be effective partners;*
- *The Mathematics Lending Library is made available to parents to better understand our approach to mathematics instruction and to support their efforts to be effective partners;*
- *The Parent Coordinator and other staff (e.g., administration, coaches) will attend regularly scheduled parent meetings (e.g., PTA) to share information and respond to parent questions and inquiries;*
- *Teachers servicing 5th grade students will reach out to families of those students whose attendance at 37½-minute Extended Time Sessions or Extended Day is inconsistent;*
- *The Parent Coordinator and Guidance Counselor will work with families of students whose school attendance is inconsistent.*

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:

City Council Member funding

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).

Tax Levy, Title I STH for Non-Title I Schools, and City Council Member funding will be used to implement this action plan to target 5th grade students from September 2012-June 2013, as indicated below:

- *Math Coach;*
- *Teacher per session for Extended Day and Saturday Academy sessions*

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	<i>Reading Recovery Reading intervention</i>	<i>Small group 1-to-1</i>	<i>During school day 37½-minute extended time sessions Extended Day Saturday Academy</i>
Mathematics		<i>Small group</i>	<i>During school day 37½-minute extended time sessions Extended Day Saturday Academy</i>
Science		<i>Small group</i>	<i>During school day 37½-minute extended time sessions</i>
Social Studies		<i>Small group</i>	<i>During school day 37½-minute extended time sessions</i>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<i>Counseling – social skills, stress reduction Open Airways Asthma program HOPS obesity prevention program</i>	<i>Small group 1-to-1</i>	<i>During school day 37½-minute extended time sessions</i>

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.

P.S. 116's teaching staff is currently highly qualified. P.S. 116 administration and support staff build a rigorous culture of professional development that is differentiated based on teachers' needs, experience and interests. With the support of administration and 2 full-time coaches (literacy and mathematics), teachers study in grade-level collaborative teams and after-school study groups. Administrators meet with individuals to set professional long- and short-term goals and objectives to strive toward, along with action plans to support them. Mentors are assigned to support novice / underperforming teachers.

**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 education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
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.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

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

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

Part I: School ELL Profile

A. School Information

Cluster Leader/Network Leader Charles Amundsen/Dan Feigelson	District 02	Borough Manhattan	School Number 116
School Name P.S. 116 The Mary Lindley Murray School			

B. Language Allocation Policy Team Composition

Principal Jane Hsu	Assistant Principal Gary Shevell
Coach Kelly Holt	Coach type here
ESL Teacher Anne McGuire	Guidance Counselor Melody Pierre
Teacher/Subject Area So Young Ahn-4th Grade	Parent type here
Teacher/Subject Area type here	Parent Coordinator Vicky Ritter
Related Service Provider type here	Other type here
Network Leader Dan Feigelson	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	2	Number of certified bilingual teachers		Number of certified NLA/foreign language teachers	
Number of content area teachers with bilingual extensions		Number of special education teachers with bilingual extensions		Number of teachers of ELLs without ESL/bilingual certification	
Number of teachers who hold both a bilingual extension and ESL certification		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification			

D. School Demographics

Total number of students in school	792	Total Number of ELLs	47	ELLs as share of total student population (%)	5.93%
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Part II: ELL Identification Process

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

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

1-2. During registration, our ESL certified teacher, Anne McGuire is responsible for conducting the initial screening. Staff members in the school speak French, Chinese, Korean, Spanish, German; they provide translation when needed. In addition, other translators are acquired as necessary. The ESL teacher conducts informal interviews with parents and students to ensure that HLISs, available in multiple languages, are completed accurately and to determine whether the student received formal education and, if so, for how long. The HLIS are given to parents of students entering the DOE system for the first time in their native language when available. Oral translations are available based on needs. LAB-R eligibilities are determined by the results of the HLIS. If a student is entitled for LAB-R testing, the ESL teacher administers the assessment. For students who do not meet the cut score, and if their home language is Spanish, they are given the Spanish LAB. Students who meet the LAB-R cut scores are not entitled for services and they receive Non-Entitlement Letters.

Students who are identified as ELLs receive Entitlement Letters informing parents of entitlement, notifying them of the three programs that are offered in the New York City School System for English Language Learners and also inviting them to a parent orientation. The orientation is conducted by the licensed ESL teacher/coordinator, the parent coordinator, and other staff who provide translation services as necessary. During the Parent Orientation, parents watch the video provided by the DOE in their native language as available and are provided with pamphlets in their native language that once again inform them of the different programs available in the Department of Education: Transitional Bilingual Education, Dual Language and ESL. In addition, they have the opportunity to ask questions. At the end of the parent orientation, the Parent Survey and Program Selection Forms are distributed and explained to the parents; they are encouraged to fill the form out. For parents who are unable to attend the parent orientation, the ESL teacher contacts the parents to arrange an orientation convenient to them to view the video and complete the forms. For parents who cannot be reached or do not complete the forms after multiple attempts, by default the students are placed in a TBE program. Since our school does not have a TBE program, they are placed in the ESL program. Placement Letters are sent home to parents informing them of the program their child is placed in. For parents who choose a program that the school does not offer, they are given a list of schools that offer such programs and are informed of their options to transfer to another school.

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

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

Once NYSESLAT results are available for analysis, the ESL teacher sits down with the school's data specialist and principal to review

the various metrics being reported and their potential relevance to the school's instructional program.

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

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

5. A quick analysis of parent trends on the Parent Survey and Program Selection indicates that 100% of our ESL families choose to enroll their children in our freestanding ESL program. Out of the twenty-three new admits, all twenty-three parents chose Freestanding ESL as their program of choice.

6. Based on the parent choice trends on the Parent Survey, the school's language program is in alignment with parent choice and program offerings. P.S. 116 offers a question session during the Parent Orientation where parents have the opportunity to ask questions about each of the programs and options that are available to them and their children. The parents are then asked to complete their program choice selections. Most families choose a freestanding ESL program for their children. When parents opt for a Transitional Bilingual Education Program or Dual Language Program as their first choice, we explain that our ELL population speaks 17 different languages and, as such, cannot accommodate this choice because there are not enough students in a particular grade and/or particular language to offer such a program. In such cases, we do assist families in researching and locating a school within the district that can accommodate this request. In the future, if there are an adequate number of students in a single language and grade whose parents desire a transitional bilingual education program or dual language program, P.S. 116 will apply to the New York City Department of Education to create the appropriate program at the school in order to accommodate parents' choices and students' needs.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" 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	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Self-Contained														0
Push-In														0
Total	0													

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	47	Newcomers (ELLs receiving service 0-3 years)	45	Special Education	9
SIFE	0	ELLs receiving service 4-6 years	2	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	45	0	7	2	0	2	0	0	0	47
Total	45	0	7	2	0	2	0	0	0	47

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

C. Home Language Breakdown and ELL Programs

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

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

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

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	5	1	2	1	2								14
Chinese	3	1	2		1	1								8
Russian														0
Bengali		1												1
Urdu														0
Arabic	1	1	1	1										4
Haitian														0
French														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Korean	1	1												2
Punjabi														0
Polish														0
Albanian		2												2
Other	9	2		4	1									16
TOTAL	17	13	4	7	3	3	0	47						

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1. a) We offer one program, freestanding ESL, following the pull-out model, which provides research based ESL strategies and methodologies to meet the needs of our ELLs. The ESL teacher collaborates with classroom teachers to build upon classroom instruction and modify any instruction and assignments, thereby scaffolding classroom work. For students who benefit from native language support, native language dictionaries and glossaries and books in the native language, if they exist, are available. This empowers students by making classroom work more manageable and comprehensible. The ESL teacher aligns instruction with the classroom teachers' curriculum and units of study. The ESL teacher teaches reading and writing through the balanced literacy approach with small group instruction to target language development, content area knowledge and strategies, along with extensive use of visuals and also provides native language dictionaries and glossaries on hand for additional support.

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

2. Beginner and Intermediate students receive 360 minutes of ESL instruction per week. Advanced students receive 180 minutes of ESL instruction per week. At the beginning of the year classroom teachers receive information sessions about ELLs and proficiency levels. At these sessions, it is explained how the NYSESLAT data shows the needs of our students in the four modalities, with particular need in

A. Programming and Scheduling Information

reading and writing strategies. All of our students participate in our freestanding, self-contained ESL classes which are taught by a full-time certified ESL teacher. Students are grouped by proficiency levels as well as grade levels. ELLs are presented with differentiated instruction and targeted small group instruction during the school day. During these sessions, ELLs are provided with experiences designed specifically to help develop their reading, writing, listening and speaking skills. Various activities will be implemented to guide students in reading. These activities include but are not limited to, shared reading, guided reading, the use of language cards, books on tape, poetry, theme packs, access to picture and foreign language dictionaries, graphic organizers, use of puppets to reenact various texts. Shared writing and interactive writing activities are used to provide scaffolds and strong models for acquiring grade appropriate vocabulary and grammar. Throughout these experiences, ELLs participate in cooperative learning groups where optimal scaffolding is provided.

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

4. Our school looks at the students' writings in their own languages. Our school maintains an inventory of teachers who speak other languages. We ask those teachers to translate and evaluate the students' writing in their own language and to interview them in the native language. For Spanish speaking students, we provide the Spanish LABR. The information gathered helps us to plan appropriate instruction.

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

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

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

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

6. The ESL teacher and classroom teachers of ELL-SWDs use instructional strategies and grade-level materials to provide students with access to academic content and to guide students in accelerating English language development. Teachers of ELL-SWDs follow students' IEPs in regard to academic and language goals for individual students and mandated services that these students are obligated to receive. The outside services, such as SETSS, Speech and ESL, provide students with additional academic support. Classroom teachers and service providers discuss with one another the student's progress and continued needs. Classroom teachers also differentiate within their classroom, creating small groups to target specific student's academic and language needs. The ESL teacher and classroom teachers collaborate to build academic content by providing students with grade appropriate content at their reading level.

7. The ESL teacher communicates with the classroom teachers and other service providers to strategize plans and scheduling that are carefully aligned to meet the diverse needs of the 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			
Social Studies:			
Math:			
Science:			

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

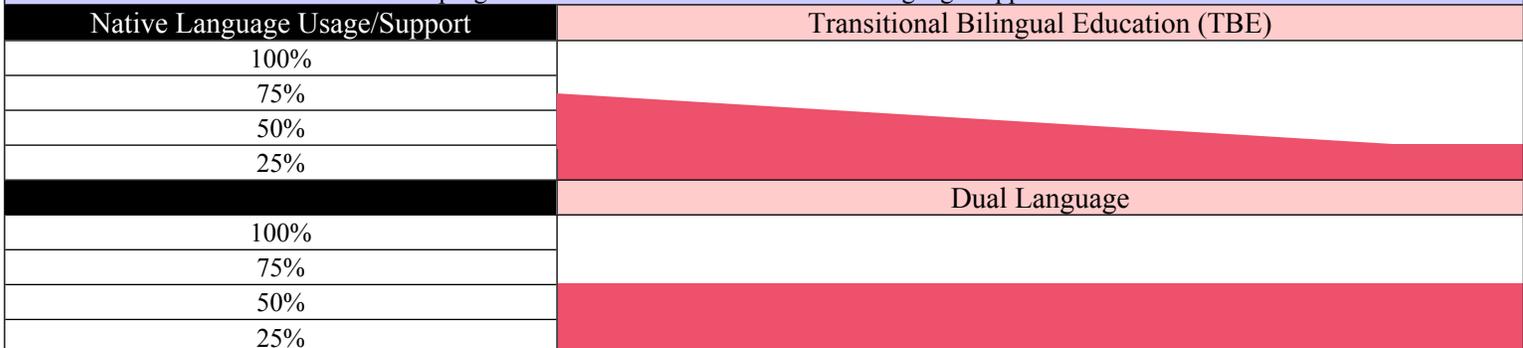
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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



	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

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. All of our ELLs will be presented with differentiated intervention services during the school day, through guided reading, targeted small group instruction led by our reading specialists, content areas (i.e. mathematics, social studies, science) small group instruction and the extended time sessions. We have students who are in full-time special education classrooms as well as those who receive resource room support. Their needs will continue to be addressed using ESL methodologies aligned with the goals stated in their IEP's. These goals are supported with programs such as Wilson, Foundations, Recipe for Reading, Mathematics in the City and Rekenweb.
9. For students who have reached proficiency, we continue to provide them, for two years, with transitional support including testing accommodations and glossaries. We continue to work closely with their classroom teachers to monitor their progress.
10. Based on NYSESLAT results and TC running records, we have discovered that the students' areas of need are in reading comprehension and vocabulary development. To support students in these areas, we are planning to implement computer programs such as Achieve 3000, Imagine Learning and Award Reading.
11. No previously set in place programs aimed at servicing ELLs will be discontinued for the current school year.
12. P.S. 116's LEP students are provided the same support services as all other P.S. 116 students, as necessary, including: counseling, occupational therapy, speech therapy, and physical therapy. These services are provided in English. In addition, P.S. 116 provides the following additional support services for students, which ELL's are invited to participate:
 - Extended Day Literacy — a 1-hour extra literacy block for students that have been identified as requiring extra support
 - Extended Day Math — a 1-hour extra math block for students that have been identified as requiring extra support
 - Saturday Test Prep Academy — A Saturday program designed to provide test taking strategies for New York State Standardized exams.
 - NY ChessKids - Curriculum chess offered in the classroom
 - KidsClub - A myriad of after school activities/clubs including Music, Dance, cooking, yoga, arts & crafts, photography, sculpture, robotics, knitting, dance, sports, Mandarin, French, science, puppetry...
 - Turtle Bay Music Program - An after school music program in which students utilize the Suzuki method for learning string instruments.
 All of these services/programs are provided in English and all of our ELLs are invited and encouraged to participate in these programs.
13. All ELL's are afforded the opportunity to participate in a semester of instruction on the use of technology in the school's computer lab. In addition, all classrooms are equipped with either overhead projectors and/or document cameras. ELLs have access to leveled libraries based on Fountas and Pinnell reading levels and participate in a weekly reading buddy program. Books and dictionaries in different languages are provided when needed and realia, functional documents, photographs, visuals, project work, and hands-on manipulatives are all utilized for enrichment of lessons. Classroom teachers have listening centers designated for ELLs, with read along tapes to provide additional support in reading fluency. Computer software programs and small group guided reading target the specific comprehension areas where our ELLs need support. Content area instructional materials are provided to ELLs according to their grade levels, but matching their reading levels. Materials can be presented through multiple mediums such as technology, magazines, books on tape, and newspaper.
14. The ESL teacher and the classroom teachers provide extensive visual materials to support their ELLs, and resources in the native language are available to support students' needs. Resources are available for the students to borrow. Families and ELL students are encouraged to speak in their native languages at home, and the cultures from which our ELL student come from are celebrated in school. We incorporate/enrich lessons with materials that tap into students' home languages and cultures, thus bridging the gap between school and home and possible language barriers in order to motivate students. Staff members who speak the same language as a newcomer participate in orientation sessions to acclimate the student to the school environment.
15. In our school, the required services and supports corresponds to ELLs ages and grade levels.

16. We provide newly enrolled ELLs and their families the opportunity to meet school administration and to tour the school with our parent coordinator Vicky Ritter. During the tour, Ms. Ritter introduces them to the activities they can have access to our school, including after school/enrichment programs.
17. We do not offer language electives at this time.

C. Schools with Dual Language Programs

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

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.

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

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

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

E. Parental Involvement

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

1. There are many ways in which P.S. 116 involves the parent community, including the families of ELL's. In September, all families are invited to attend their child's classroom Curriculum Night. Flyers are sent out in English and languages other than English. During this evening, families are provided with guidance on how to support their child's schoolwork. It also provides an opportunity to explain our approach to teaching literacy and mathematics. Translators and handouts are available in languages other than English; our staff members provide oral and written translations. In addition, all school flyers are available on our school's webpage which can be translated into over 50 languages. For languages that we cannot provide in-house, we contact the translation unit. Families are also given a copy of our school's standard's based report card. As we continually refine this reporting system, we become clearer about the expectations we can have for each grade. By having regular conversations with our staff about specific goals for each grade, teachers are better able to explain to families the expectations we hold for their children. This is the eleventh year our school is providing our "Parents as Reading & Math Buddies" program, which takes place every first and third Friday of the month during first period. During this time, parents are encouraged to join their child's class for a period of reading and math. Depending on the grade, teacher, and the parents' own comfort levels, they can participate in a variety of ways. They may read to a small group of children or students may read to them. Parents may play a math game with children, or may collaborate with them to solve a problem. No matter how they participate, parents leave with a better understanding of how to help their children at home.

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

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

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

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

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)	6	3	1	2										12
Intermediate(I)		4	2	2		1								9
Advanced (A)	11	6	1	3	3	2								26
Total	17	13	4	7	3	3	0	0	0	0	0	0	0	47

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4					1				1
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. P.S. 116 uses a variety of tools to assess the early skills of ELL's including Fountas and Pinnell and TCRWP assessment. These assessments indicate that the students show a weakness in vocabulary. We match students to reading level books based on these assessments. The data from these assessments generally are in line with NYSESLAT results in that our ELLs are stronger speakers and listeners than they are readers and writers. Data further reveals that our ELL's struggle with the cognitive academic language proficiency and the subtle nuances embedded in the English language that native speakers do not. As a result, the school is focusing more on scaffolding language acquisition strategies into our word study program.

2-4. A review of the reported NYSESLAT 2011 scores of 39 students (not including the students who have graduated and gone on to sixth grade and those who have been discharged), reveals that seventeen students received an overall Proficient score, thereby testing out of NYSESLAT and the ESL program. The proficient scores were evident on grades one, two, four and five. For the next two years, we will provide testing modifications and other transitional support for these students as we work closely with the classroom teachers to monitor their progress. Of the remaining twenty-two students who took the NYSESLAT and continue receiving ESL services at PS116, we have the following findings:

Comparison of Scale Score Gain between 2010 and 2011:

When calculating Scale Score Gain for students who took the NYSESLAT consecutively in 2010 and 2011 and comparing the two years, we see substantial gains. One student went up two proficiency levels, two students went up one proficiency level; two students remained at intermediate level and two students remained at advanced level. All eight students who took the NYSESLAT both in 2010 and 2011 showed a gain of more than 43 points. This data reveals that our students are increasing in proficiency levels; even those who did not move up to the next level made sizable point gains. A close analysis of the Spring 2011 in the four modalities shows the following:

Combined Listening and Speaking Score

Of the 22 students who took NYSESLAT 2011 but did not test out, six of those students received Proficient in the combined Listening and Speaking score. In addition, eleven students received Advanced, three received Intermediate and two received Beginner. This data reveals that our students are strong listeners and speakers.

Combined Reading and Writing Score

In the combined Reading and Writing score, three students received Proficient, eight students received Advanced, ten students received Intermediate and one student received Beginner. While this section of the data shows that students are demonstrating progress as readers and writers, these two areas – reading and writing - are places for further growth. These students will focus on improving reading strategies and writing skills.

Both LABR and NYSESLAT data indicate a pattern across grade levels and proficiency levels. Students in all grade levels tend to score higher and make quicker gains in the listening and speaking components compared to the reading and writing components. The majority of beginners are in grades K-3, while the majority of ELLs in 4th and 5th grades are intermediate and advanced. The trend is that as students go up in grades, their proficiency levels move up as well. The indication is also that our students develop their speaking and listening skills more rapidly; reading and writing are the two areas that require continued focus.

In regard to how ELLs are faring in tests taken in English as compared to the native language, there are not enough students who take the

New York State exams in their native languages to make an accurate analysis.

This year only 2 current ESL students participated in last Spring's New York State ELA exam—both receive special education services. Our 3rd grade student received a level 1 and our 4th grade student received a Level 3. Two current ESL students completed the New York State Math exam, one third grade student (who took the exam in her native language) and received a Level 4, and one 4th grade student who received a Level 3. So few students makes this data set insufficient to notice any general trends or draw specific conclusions. However, the specific needs of these students have been identified—particularly in the areas of reading and writing.

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

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

5. N/A

6. The success of our free-standing ESL program is evaluated based on students' NYSESLAT scores in the four modalities - Speaking, Listening, Reading, and Writing, and informal speaking, listening, reading and writing assessments conducted by the ESL teacher and classroom teachers, as well as student portfolios, followed by communication between the ESL teacher and classroom teachers to discuss the progress of ELLs in their classroom. The ESL teacher compares the number of students maintaining proficiency levels based on NYSESLAT results with those students gaining proficiency levels, while noting the number of students exiting the ESL program by attaining proficiency in all NYSESLAT modalities.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

School Name: _____ **School DBN:** _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **02M116** School Name: **Mary Lindley Murray**

Cluster: **2** Network: **203**

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Mary Lindley Murray	DBN: 02M116
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 checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 20
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input 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: 2
of certified ESL/Bilingual teachers: 1
of content area teachers: 1

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:

Mary Lindley Murray School proposes an after-school program for first and second graders where students will give oral presentations after participating in school trips to enrich their background knowledge, increase their exposure to a variety of cultural activities, and expand their language skills. These experiences of visiting locations in the neighborhood and nearby vicinity will provide students with opportunities to become engaged in talking and listening to one another, observing and interacting with text (such as signs and other informational text), and keeping an informational writing log. The trips will take place from 3:00-5:00pm on weekdays. Teachers, students, and volunteer parents will visit locations such as the library, bookstore, post office, supermarket, etc. Teachers will put together a Trip Log (graphic organizer) for the students. Each student will note the trip location, draw a picture of what the location looks like, draw a map or take a snapshot of the location, or a short film of the location. Students will take particular care looking for signs or other informational text. In their log, they will write what the signs say and what they might mean and how the signs are helpful. Students will be paired in groups of two. They will work with each other to choose language to describe the location. They will write down what they've learned about the location, something new they learned on the trip, and any wonderings or additional questions. There will be a trip log for each location visited. Using the trip logs, they will talk with one another about which trips they liked best. Each group will then practice giving oral presentations, using a tape recorder to record their voices. They will listen to the recordings and make needed changes or additions. Using microphones, they will give their final presentations. A licensed ESL teacher will lead this after-school program.

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:

The ESL teacher will give 3 professional development after-school or lunch-time training sessions to other staff responsible for delivery of instruction and services to ELLs. The topics covered will be: creating an inviting classroom atmosphere that is conducive to ELLs; designing lessons and units to include various modalities of learning (visual, auditory, kinesthetic, and tactile) to specifically engage ELLs; utilizing oral language activities to build fluency and confidence in ELLs; using graphic organizers and other differentiated instruction tools to guide ELLs in classroom learning; introducing academic language to ELLs, starting in kindergarten and advancing through fifth grade; strengthening content vocabulary skills for ELLs to assist them in their science, math, social studies, art, music, physical education classes.

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

Begin description here:

We will have an introductory meeting to present the program to the parents. and explain how after-school cultural activities such as trips offer the ESL student maximum opportunity to expand their background knowledge (which helps them in their classroom studies) while strengthening their language skills. We will also offer strategies for parents to engage their children in active reading and wonderings while traveling to everyday locations with their family.

At the conclusion of the program, we will invite parents to an event where the students will showcase what they have learned from these trips. Each student will select his/her favorite trip and write an information piece explaining some of the signs or other informational text found at the location and describing one or two important moments during that trip. They will draw a picture, show snapshots or make a collage of the trip. They may also show a short video of the trip. The writing piece and visuals will be displayed as each student reads his/her writing piece aloud to the audience. Students will have the opportunity to use a microphone for the read-aloud. The students, parents/guardians. and teachers will celebrate the fine efforts and progress that each student has made.

Part E: Budget

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

Allocation Amount: \$11200

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 	\$6720	Per session for 160 hours for teachers, to cover the costs of after-school sessions, planning time, and instruction.
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be 	\$3360	

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
supplemental. <ul style="list-style-type: none">• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		????
Travel		
Other	\$1120	Parental Involvement: materials to support parent outreach.
TOTAL	\$11,200	