

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: ELIZABETH L. FARRELL
DBN (i.e. 01M001): 32K116
Principal: SEIW KONG
Principal Email: SKONG@SCHOOLS.NYC.GOV
Superintendent: LILLIAN DRUCK
Network Leader: JOANNE BRUCELLA

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Seiw Kong	*Principal or Designee	
Erik Schrynemakers	*UFT Chapter Leader or Designee	
Norberta Diaz	*PA/PTA President or Designated Co-President	
Mario Arciniega	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
	Member/	
Tiffany Trujillo	Member/ Teacher	
Joshua Levine	Member/ Teacher	
Maria Gil	Member/ Parent	
Sara Campos	Member/ Parent	
Marta Lopez	Member/ Parent	
Elisenda Martinez	Member/ Parent	
	Member/	

**Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. 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.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

To improve Grade K-5 General Education and subgroups (English Language Learners and Student with Disabilities) performance in literacy.

By June 2015, 60.6% of students in grades K-5 who are continuously enrolled at 32K116 from October 1, 2014 to June 1, 2015 will perform at grade level or higher as measured by TC Running Records Assessments.

The breakdown for grades K-5 is as follows:

Kindergarten – 67%

Grade 1 – 67%

Grade 2 – 56%

Grade 3 – 64%

Grade 4 – 57%

Grade 5 – 53%

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

- Based on the School Quality Guide 2013-2014, our Median Adjusted Growth Percentile decreased from 59.0% to 54.0% for ELA. However, there was a 3% increase in student performing at levels 3 or 4; the Average Student Proficiency decreased from 2.30 in 2012-2013 to 2.29 in 2013-2014.
- Our Early Grade Progress for ELA reflects an increase from 2.04 in 2012-2013 compared to 2.35 in 2013-2014.
- Based on the School Quality Guide 2013-2014, our Closing the Achievement Gap for ELA is 29.3%, a decrease of 18.6%, compared to 2014 at 47.9%.
In order to meet the Common Core Learning Standards (CCLS) and the state test criteria, there is a need for an increase of ELA instructional rigor in grades K-5

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Professional development will be provided for Teachers on the CCLS aligned program ReadyGen. Network 210 Specialists will provide one to one Professional Development (PD) to each teacher in the English Language Learners, Students with Disabilities and General Education settings. Specialist will visit classroom and give specific recommendations
2. In an effort to address and meet the academic needs of every student, there will be an emphasis on small group instruction. Small group instruction will engage students in a variety of reading strategies for fiction and non-fiction text through guided reading. This will support students in developing reading proficiency
3. Beginning in September, Response to Intervention (RTI) is implemented to provide support to students who are not performing at grade level
4. Workshops are provided for parents to assist them in supporting their children's learning in Reading and Writing
5. Teachers will meet twice a month on Tuesdays for inquiry team meetings to analyze student work and the Core Curriculum across all content areas. They will share instructional best practices and adjust their lessons to ensure that the academic needs of every student are met.

B. Key personnel and other resources used to implement each strategy/activity

1. Administration, Lead Teachers, Network 210 Instructional Specialist, and ReadyGen personnel
2. Reading and Writing data from performance based assessment and TC Running Records will be used by Teachers to drive instruction and create small groups for intervention, guided reading, skills lessons and strategy lessons
3. Class room teacher and AIS teacher will provide small group instruction using Fountas and Pinnell Leveled Literacy Intervention for Guided Reading and MindPlay
4. Lead Teacher, Professional Learning Committee /Administration and Parent Coordinator

5. Administration and the Professional Learning Committee will facilitate and provide professional development to teachers during Monday Professional Learning time

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Surveys, reflection forms and exit slips are provided for teacher feedback. Follow up support and professional development session are planned accordingly. Formal and informal observations will also be used to evaluate progress
2. TC Running Records will be used to measure student progress and formal or informal observations will be used to evaluate teacher performance
3. Formal and informal observations will be used to evaluate progress. Actionable feedback is given within a week
4. Impact and effectiveness of the activity will be measured by attendance rates for each specific activity and feedback from surveys and exit slips
5. Teacher performance and student outcome will be used to evaluate the effectiveness of the Professional Learning sessions. Progress will also be evaluated through formal and informal observations

D. Timeline for implementation and completion including start and end dates

September 2014-June 2015

1. Network 210 Instructional Specialist will provide support-as needed, Lead Teacher will provide ongoing support-throughout the school year
2. Small group instruction-ongoing throughout the school year
3. RTI-ongoing throughout the school year
4. Parent workshops-conducted several times throughout the school year
5. Professional Learning Committee-weekly throughout the school year

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

Programmatic details are as follows:

1. Network 210 ELA Instructional Specialists will visit, provide feedback and support. Coverage is provided to allow teachers to attend professional development
2. Teachers are provided with at least 2 common preparation periods during the week to meet, collaborate, examine student work, reflect on their instruction and make adjustment to their lessons to meet the needs of students and plan for instructional small group work. In addition, Monday PD would also focus on analyzing data and adjusting curriculum.
3. ReadyGen, Close Reading, Guided Reading, ESL program, Mindplay and Fountas and Pinnell Leveled Literacy Intervention
4. Workshops will be conducted during school hours. Lead Teacher, Administration and Parent Coordinator will facilitate the sessions. Coverage is provided to allow Lead Teacher to facilitate and attend sessions
5. Teachers will engage in analyzing student work and reflecting on their instructional strategies every other Tuesday, during inquiry, 3:10-3:45 pm

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).

- Workshops for parents on the components and structure of the ELA and NYSESLAT assessments, Parents will be made aware of any changes in the tests and the standards. They will be given strategies on how to support their children's learning.
- The Parent Coordinator with the Lead Teacher will host literacy strategies workshop for parents.
- The Parent Coordinator will share information and respond to parents' questions and inquiries about ELA.
- Parents will be trained on how to use ARIS Parent Link.
- Parents will be provided with the IRS (Individual Student Reports)

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy		Title IA	x	Title IIA	x	Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Contract of Excellence

Goal and Action Plan #2

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

Annual Goal #2

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

To improve Grades K-5 General Education and subgroups (English Language Learners and Students with Disabilities) performance in Mathematics

By June of 2015, 60.6% of students in grades K-5 who are continuously enrolled at 32K116 from October 1, 2014 to June 1, 2015 will perform at grade level or higher as measured by the pre and post of the Go Math! unit assessments.

The breakdown for grades K-5 is as follows:

Kindergarten – 62%

Grade 1 – 72%

Grade 2 – 62%

Grade 3 – 57%

Grade 4 – 58%

Grade 5 – 53%

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

- Based on the 2013-2014 School Quality Guide, our Early Grade Progress for Mathematics is higher than the city; 4.24 compared to 2.50.
- Based on the 2013-2014 School Quality Guide, our Student Progress Math Median Adjusted Growth Percentile was 60% as compared to 60% in 2012-2013 and 72% in 2011-2012.
- Based on the 2013-2014 School Quality Guide, our Closing the Achievement Gap increased by 4% to 44% compared to 40% in 2012-2013.
In order to meet with the CCLS standards and the state test criteria, there is a need for an increase of Mathematical instructional rigor in grades K-5

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

1. Professional development will be provided on the CCLS aligned program Go Math! throughout the 2014-2015 school year
2. Monthly Data Talk is provided for teachers to meet with Administration and discuss assessment data and strategies to improve instruction
3. Small group instruction will be emphasized. Instruction will be differentiated based on student needs and data using an interactive workshop model, and aligned with the Common Core State Standards
4. Inquiry teams will meet by grade twice monthly on Tuesdays, 3:10 pm-3:45 pm. They will analyze student work and the Core Curriculum across all content areas
They will share instructional best practices and adjust their lessons to ensure that the academic needs of students are met
5. Workshops will be conducted for parents, providing them with strategies on how to support their children in Mathematics

2. Key personnel and other resources used to implement each strategy/activity

1. The Lead Teacher and the Network 210 Math Instructional Specialist will provide in-house professional development addressing the curriculum, specific Mathematical content and explicit Mathematical instruction. Also the Network 210 Math Instructional Specialist will provide on-going professional development in an effort to improve the integration of technology in Math instruction. This will ensure the development and improvement of the students' visual perception and understanding of Mathematic concepts
2. Teachers and Administration, assessment and RTI data
3. Teachers will differentiate instruction in an effort to address and meet the academic needs of every student in classroom
4. Administration and the Professional Learning Committee will provide and facilitate professional development sessions for teachers during Monday's professional

- learning time.
5. Parent Coordinator and Professional Learning Committee-Teacher/Administration
- 3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. Surveys, reflection forms and exit slips are provided for teacher feedback. Follow up professional development session are planned accordingly. Formal and informal observations will also be used to evaluate progress.
 2. Four-week cycles have been established for implementation and evaluation of suggestions. Formal and informal observations will be used to evaluate progress.
 3. Formal and informal observations will be used to evaluate progress. Actionable feedback is given within a week.
 4. Teacher Teams performance and student outcome will be used to evaluate the effectiveness of strategies suggested during inquiry meeting. Formal and informal observations will be used to measure progress.
 5. Impact and effectiveness of parent activities will be measured by attendance rates and feedback for each specific activity.

- 4. Timeline for implementation and completion including start and end dates**
- September 2014-June 2015
1. Network 210 Instructional Specialist will provide support-as needed, Lead Teacher will provide support-ongoing throughout the school year
 2. Data Support-4 week cycles throughout the school year
 3. Small group instruction-ongoing throughout the school year.
 4. Professional Learning Opportunities on Mondays and Inquiry and grade Teams- meet twice a month.
 5. Parent Workshops-several times throughout the school year

- 5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- Programmatic details are as follows:
1. Network 210 MATH Instructional Specialists will visit, provide feedback and support. Coverage is provided to allow teachers to attend professional development
 2. Teachers meet with Administration on Tuesdays 3:10 pm–3:45 pm., in 4-week cycles
 3. Teachers are afforded at least 2 common preparation periods during the week to meet, reflect on their instruction based on student work and make adjustment accordingly to meet the needs of the student
 4. Inquiry Teams will engage in analyzing student work and reflecting on their instructional strategies, from 3:10 pm to 3:35 pm during Tuesday’s professional learning time
 5. Parent workshop sessions will be held during school hours, sessions will be facilitated by Parent Coordinator, Lead Teacher and Administration. Coverage is provided to allow Lead Teacher to attend and facilitate sessions.

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).
- Workshops for parents on the components and structure of the NYS Math assessment, Parents will be made aware of the standards and any changes in the test.
 - They will be given strategies on how to support their children’s learning.
 - The Parent Coordinator with the Lead Teacher will host mathematical strategies workshop for parents.
 - The Parent Coordinator will share information and respond to parents’ questions and inquiries about MATH.
 - Parents will continue to be trained on how to use ARIS Parent Link.
 - Parents will be provided the ISR (Individual Student Reports).

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy		Title IA		Title IIA	x	Title III		Set Aside		Grants

List any additional fund sources your school is using to support the instructional goal below.

Contract of Excellence

Goal and Action Plan #3

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

Annual Goal #3

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

To foster a shared understanding of the effective and highly effective elements in Domain 3 of the Danielson Framework for Teaching, through continued professional development and formal or informal observation feedback

By June 2015, all teachers will engage in professional development to improve their instructional practices as measured by the Danielson framework. This will result in 75% of teachers rating effective and highly effective in competencies 3b: *Using Questioning and Discussion* and 3c: *Engaging Students in Learning*, as evidenced by short frequent observation in the Advance Platform.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

- Based on our MOTP 2013-2014 data, 57% of teachers were rated developing or ineffective in competency 3b: Using Questioning and Discussion.
- According to our MOTP 2013-2014 data, 36 % of teachers were rated developing or ineffective in competency 3c: Engaging Students in Learning.
- Based on preliminary conversations with teachers, the most needed professional development is in 3b: Using Questioning and Discussion Techniques and 3c: Engaging Students in Learning.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

1. Administration will engage in professional development in the MOTP 8 competencies of The Danielson Framework for Teaching
2. Teachers will engage in monthly professional development based on Danielson Frame Work for Teaching
3. All teachers will be observed using the Danielson Frame Work for Teaching

2. Key personnel and other resources used to implement each strategy/activity

1. Administration will engage in monthly professional development with the Network 210 and District Talent Coach
2. Administration will provide teachers with monthly professional development
3. Administration will observe all teachers and provide effective and immediate feedback to teachers to improve practice

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Advance will be used to measure effectiveness and impact of the new evaluation system
2. Advance will be used to measure effectiveness and impact of the new evaluation system
3. Advance will be used to measure effectiveness and impact of the new evaluation system

4. Timeline for implementation and completion including start and end dates

1. September 2014 - June 2015
2. September 2014 - June 2015
3. September 2014 - June 2015

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. As a result of observation of teachers' practices, Administration will engage teachers in professional learning opportunities such as interclass visitation during preps.
2. Administration will schedule Teachers for professional Learning opportunities. Network 210 specialists will visit classrooms teachers and coverage will be provided to allow for debriefing session immediately after the visit. Actionable feedback is given to teacher.

3. Administration will schedule all Teachers to be observed throughout the school year. .

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).

- Workshops for parents on the components and structure of the Math, ELA and NYSESLAT. Parents will be aware of the tests changes. They will be given strategies on how to support their children's learning.
- Workshops are provided for parents to aid them in supporting their children in Reading and Math.
- The Parent Coordinator will share information and respond to parents' questions and inquiries on ELA and Math.
- Parents will be trained on how to use ARIS Parent Link.
- Flyers will be distributed.
- Monthly calendar will be distributed to parents.
- Parents will be provided the IRS (Individual Student Reports).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy		Title IA		Title IIA	x	Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Title 1 SWD

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
1. Strategies/activities that encompass the needs of identified subgroups
1.
2. Key personnel and other resources used to implement each strategy/activity
3.
4. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
5. Timeline for implementation and completion including start and end dates
1.
6. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
1. Strategies/activities that encompass the needs of identified subgroups
1.
2. Key personnel and other resources used to implement each strategy/activity
3.
4. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
5. Timeline for implementation and completion including start and end dates
1.
6. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. <i>repeated readings, interactive writings, etc.</i>)	Method for delivery of service (e.g. <i>small group, one-to-one, tutoring, etc.</i>)	When the service is provided (e.g. <i>during the school day, before or after school, etc.</i>)
ELA	<p>Mind Play Reading Program-A reading coach technological program that provides differentiated and targeted instruction based on student needs. It provides interactive lessons, direct, explicit, and systematic instruction. The instructional delivery is automated and adaptive. The program also delivers scaffold instruction and remediation with immediate and specific feedback to students.</p>	<p>Individual and small group tutoring provided to Level 1 students in grades 3-5.</p>	<p>During regular school hours Afterschool academic Program Wednesday & Thursday 2:30 – 4:00 pm</p>
	<p>AWARDS Reading Program-A balanced literacy program that supports the needs of our ELL and at-risk students. Award Reading is targeted for ELLs in grades K-4 and our CTT classes. Technology can be used on a daily basis and is an integral part of instruction. The program contains powerful assessments and hundreds of engaging and thought provoking print and electronic texts in different genres. It guides children along a leveled continuum of reading, ensuring that they develop the necessary grade-level phonemic awareness, phonics, fluency, vocabulary, comprehension, and technology skills necessary for today's classrooms.</p>	<p>Small group tutoring provided to our Level 1 and 2 students in grades K-5 (general education, Special Education and Bilingual students).</p>	<p>During regular school hours. Afterschool academic Program Wednesday & Thursday 2:30 pm–4:00 pm</p>
	<p>Fountas & Pinnell Leveled Literacy Intervention-A small group, supplementary literacy intervention that utilizes systematically designed lessons</p>	<p>Small group instruction provided to students in grades K-5.</p>	<p>During regular school hours.</p>

	<p>and original, engaging leveled books to help students. It expands their knowledge of language and words with the aim of bringing students to grade level achievement in reading.</p> <p>Title I Afterschool Academic Program</p> <p>Differentiated Instruction in the classroom- Each teacher provides differentiated instruction through conferences, strategy lessons, technology, and guided reading to all students in grades K-5.</p>	<p>Small group instruction provided to students in grades K-5.</p> <p>Small group instruction to help the AIS and below grade low students or one to one conference</p>	<p>Wednesday & Thursday 2:30 pm–4:00 pm</p> <p>During regular school hours.</p>
Mathematics	<p>Title I Afterschool Academic Program- Students in grades 3-5 will be provided with additional instruction in mathematics.</p> <p>Differentiated Instruction in the classroom- Each teacher provides differentiated instruction through conferences, strategy lessons, technology, and guided reading to all students in grades K-5.</p> <p>Destination Math- Online program for students in grades 2, 3, 4 and 5.</p>	<p>Small group instruction provided to students in students from grades K-5.</p> <p>Small group instruction to help the AIS and below grade low students.</p> <p>Small group instruction to help the AIS and below grade low students.</p>	<p>Wednesday & Thursday 2:30 pm–4:00 pm</p> <p>During regular school hours</p> <p>During regular school hours.</p>
Science	<p>Differentiated instruction by the Science cluster teacher and classroom teachers during the regular day in Grades K-2; 3-5.</p> <p>After School Programs for Grade 4 students</p>	<p>Hands-on instruction and reinforcement in writing short and extended responses. Extensive professional development for teachers in grades 3-5 to support our at risk students in the Science content.</p> <p>Small group instruction and whole class instruction.</p>	<p>During regular school hours.</p> <p>Wednesdays & Thursday 2:30 pm–4:00 pm</p>
Social Studies	<p>Differentiated instruction by the</p>	<p>Classroom-Initiated Projects on Social</p>	<p>During regular school hours.</p>

	classroom teacher.	Studies themes which will culminate in a published writing piece with integrated prompted & task writing	
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Guidance: Small group and individual intervention provided to students focusing on social and coping skills, feelings, character education, and career awareness. Guidance is trained in Peer Mediation and Conflict Resolution.</p> <p>School Psychologist</p> <p>Social Worker Includes talk therapy, role modeling, and play therapy</p> <p>Vision/Hearing Screening</p>	<p>Pulls out small groups for conflict resolution and turnkeys information to all our staff in K-5.</p> <p>Provides one to one or small group. Provides mandated services only.</p> <p>Provides services to at-risk students on a one to one or small group basis</p> <p>K-1 students are screened for vision and hearing by the Health Department to provide early detection and services. Grades 2-5 hearing and vision screening is completed by our health aide.</p>	<p>During regular school hours</p> <p>During regular school hours</p> <p>These services are provided at least one time per week.</p> <p>During regular school hours.</p>

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

6. All elements of the *All Title I Schools* section must be completed*.
- A. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- B. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
x	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
In order to meet the CCLS requirements and standards, P.S. 116 has: <ul style="list-style-type: none"> • Lead Teachers who specializes in Mathematics, Science, Reading and Writing to support teachers in best practices • Lead Teacher is assigned as a mentor to new teachers • Lead Teachers will provide professional development to all teachers in the Citywide Instructional Expectations • Lead Teachers will provide support to teachers in the CCLS for curriculum mappings and lesson plans • Teachers will attend professional development provided by the City, Network 210 and Title IIB Grant • Payroll Secretary and Administrator work collaboratively with Human Resource personnel to ensure that all requirements are met before teachers are hired

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Citywide Professional Development for ReadyGen, Go-Math! and Danielson Framework for Teaching Network 210 Specialist visiting classrooms and debrief with teachers individually on improving teaching effectiveness 2 Lead Teachers provide specific PD based on teacher needs in all content areas Administrators provide PD on Danielson Framework for Teaching, Citywide Instructional Expectations and CCLS

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Funding is allocated for STH for supplies and general. After School programs for level 1 and 2 students.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
Assisting preschool children from early childhood to the elementary school program involves: <ul style="list-style-type: none"> • Flyers to parents introducing the school and announcing registration • Parent orientation in late June • During orientation a preparatory packet is provided for the students. The packet includes a Leap Frog Letter Factory DVD, a book of learning activities and preparative worksheets • A mailed envelope including a welcoming letter informing the parents/guardians of the first day of school procedures, their child's assigned class and ID name tags

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Administrators and Teachers meet together to discuss the appropriate multiple assessments used in school. Professional

Development is provided by Administrators and Lead Teachers as how to use assessment correctly. Lead Teacher check in on the assessment to look for common findings and memorandum is sent out to inform teacher to put in practice the on the accuracy of administration of assessment.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

Parent Involvement Policy (PIP)

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, School Quality Reports, 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
MAY 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.

DBN: 32K116

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes

of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$484,051.59	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$142,145.00	X	See action plan
Title III, Part A	Federal	\$15,144.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$2,661,088.00	X	See action plan

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.



Department of English Language Learners and Student Support

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<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: <u>The Elizabeth Farrell School</u>	DBN: <u>32K116</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input 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
Total # of ELLs to be served: <u>60</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 5
of certified ESL/Bilingual teachers: 5
of content area teachers: 0

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: Academy for success for K-2 ELLs will begin October 8th through January 2015. The program will be held every Wednesday and Thursday from 2:30 - 4:00. Grades 3-5 afterschool will commence on November 5th . It will end sometime in March TBD, based on funding. All ELLs have been invited, including newcomers as well as SWDs that are ELLs as well. Most of our Kindergarten ELLs are beginners and intermeidate. Grade 1 through Grade 5, all proficiency level ELLs were invited. However, not everyone will be attending. For each grade 10 ELLs will be attending the afterschool program which will include newcomers, SWDs, beginners, intermediate and advanced students. At this point in time, we do not have any SIFE students.

Language of instruction will be in English. Five certified teachers will be utilized, three ESL and two bilingual certified teacher. MindPlay, an on-line program will be utilized as well for intervention purposes. The NYSESLAT books will be purchased for Grades K-5 to be utilized in January to prepare and expose our ELLs to the NYSESLAT exam.

During the 90 minutes, 30-45 minutes will be used for technology - one program that we have available is MindPlay that is purchased through Title I. This progam is for struggling student (3-5)and students who has shown little growth in reading. It will afford opportunities for students work on phonics skills and fluency. There are thousands of reading passages available for students. Our students will receive an individualized program of instruction based on their areas of need. ELLs that are not using this program during the day will have this available to them in afterschool. Due to limited computers, students in afterschool will use it on a rotation basis. For example, 4 ELLs assigned will be rotated when all students have had a chance. For our K-2 students AWARD Reading on-line will be used to incorporate the listening modality and practice fluency as well as to work on their reading through technology. This will be on a rotation basis as well in order to provide all ELLs the opportunity to use technology.

While that is happening the remaining students will work on math, guided reading, reading and/or other content areas. Afterschool teachers will have data regarding the students reading levels and will work on strategies that will help them to become better readers. All four modalities will be integrated into every content area for best practices. Afterschool teachers will work on modalities that students are weak in, they will use the RLAT/ITEL data provided to them.

Guided Reading will be done in groups of 5/6 students for grades K-5, 25-30 minutes intervals, while that is going on students will be given time to read independently to increase stamina and/or other activities that include math, writing, and not limited to other content areas.

Part C: Professional Development

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

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

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

*ELA/Math Planning Sessions- Provided by C. Loyd & A. Ambris (July 28 -August 8, 2014; 8:30-3:00)
Revision of Curriculum for ReadyGen Aligning to Common Core (All year long) including DOK, as well as points of entry for our ELLs and Special Needs students (Ms. Almonte, Ms. Buitron, Ms. Trujillo, Mr. Shapiro, Ms. Tagliente, Ms. Ventruina, Ms. Many, Ms. Griffin, Ms. Chen, Ms. Medina, Ms. Marsh, Ms. O'Connell, Ms. Quilit, & Ms. Ginsberg)

Looking at Data - ELA/MATH/NYSESLAT - October 2014 (2:30-3:50) Mondays led by J. Chen for all teachers

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

Professional development will be partially funded by Title III.

October 2014 – June 2015 Inquiry Team meeting, Tuesdays;

February-March 2015 (Mondays 2:30-3-50) NYSESLAT Training - (K-5 Teachers)

Staffs members are supported by the literacy/math lead teacher as well as being sent to professional developments to further their knowledge of ELLs. Our ESL teachers Ms. Rosario and Ms. Chen provides information to teachers as they are sent to meetings to turnkey any and all pertinent information.

The CFN provides many customized trainings on areas that teachers need support in. Staff is also provided with a history of the state exams as well as portfolios of students that are transitioned from one school level to another.

Staff members are provided the minimum 7.5 hours of ELL training during the mandated professional learning on Mondays, s well as other professional learning provided in/out of the school building. Teachers are sent to training by the CFNto meet the requirements. The agendas and attendance sheets are maintained to keep track of hours fulfilled.

All teachers working for the afterschool program will attend these professional learning sessions as well as other staff members that will be working with our ELLs.

Part D: Parental Engagement Activities

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

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

Parent Involvement Through the School:

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

Workshops such as:

-Welcome Orientation of ELLs- September 15, 2014 from 9-10:30 (Hosted by J. Chen/I. Rosario)

-Bring Your Dad to School (Father's) 9.16. 14 from 9-11 (Hosted by I. Rivas)

-Immigration - 10.9.14 9-10 am (Hosted by I. Rivas)

-How to Support Your Child At Home (ELA/MATH) - October 14th, December (TBD), March (TBD) 8:45am-10:00am; 10:30am-11:45am - (Hosted by S.Kong, D. Diaz, C. Loyd, Ms. Rosario, & Ms. Ambris)

ELL Orientation -January 2015 9-10:30- Reviewing Programs and Choices - (Hosted by J. Chen/I. Rosario)

-NYSESLAT Support for the Parents (February 2015 - 9-11:00) - (Hosted by J. Chen/I. Rosario)

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

These parent meetings are posted on monthly calendar that the parent coordinator provides in English/Spanish and Chinese. All letters sent home are translated properly to provide the best form of communication with our parents and community. The meetings are translated by the parent coordinator and when our Chinese parents attend, Ms. Chen provides the Mandarin translation as well as for the written. One of our ESL providers, Ms. Rosario will provide translation for certain meetings as well. Other times, when needed the translation unit will provide necessary translation services if need.

Part E: Budget

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

Allocation Amount: \$ _____

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 0	Borough Brooklyn	School Number 116
School Name The Elizabeth Farrell School		

B. Language Allocation Policy Team Composition [i](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Siew Kong	Assistant Principal Debbie Diaz
Coach n/a	Coach n/a
ESL Teacher Ivelisse Rosario	Guidance Counselor Frances Diaz
Teacher/Subject Area Judy Chen/ESL Coordinator	Parent Norberta Diaz
Teacher/Subject Area Cortney Loyd/ELA Lead Teacher	Parent Coordinator Iris Rivas
Related Service Provider Jessica Jackson/Speech	Other Otis Benjamin/AP
Network Leader(Only if working with the LAP team) type here	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 currently teaching in the ESL program.	7	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	7	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	1	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	2
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	2	Number of special education teachers with bilingual extensions	2

D. Student Demographics

Total number of students in school (Excluding Pre-K)	516	Total number of ELLs	134	ELLs as share of total student population (%)	25.97%
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Part II: 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														
self-contained	1	1	0	1	1	0								4
Push-In	5	5	5	5	5	5								30
Total	6	6	5	6	6	5	0	34						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	134	Newcomers (ELLs receiving service 0-3 years)	103	ELL Students with Disabilities	19
SIFE	2	ELLs receiving service 4-6 years	11	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 SWD. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE							0	0	0	0
Dual Language							0	0	0	0
ESL	103	2	13	31		6	0	0	0	134

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
Total	103	2	13	31	0	6	0	0	0	134
Number of ELLs who have an alternate placement paraprofessional: <u>3</u>										

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0													

*EP=English proficient student

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	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)											
9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
TOTAL	0										

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	21	27	23	15	29	16								131
Chinese		1				1								2
Russian														0
Bengali														0
Urdu														0
Arabic						1								1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	21	28	23	15	29	18	0	134						

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	16	3	3	0	5	2								29
Intermediate(I)	0	3	13	3	12	3								34
Advanced (A)	6	18	11	13	12	11								71
Total	22	24	27	16	29	16	0	134						

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	22	7	1	0	30
4	9	4	0	0	13
5	20	8	0	0	28
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	17	4	9	0	2	0	1	0	33
4	7	0	6	0	1	0	1	0	15
5	12	0	12	0	3	0	1	0	28
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	3	0	6	0	3	2	14
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									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								

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

PS 116K is taking a data-driven approach to improving student performance, using item analysis, portfolio assessment, and other indicators to identify and address weaknesses and target areas for growth on a continuous basis. Ongoing assessments are both

formal and informal. These assessments include, but are not limited to, SchoolNet Predictive Assessments (MATH), NYSESLAT, NYS ELA and NYS Math, NYSESLAT, TCRWP Running Records, ReadyGen (Unit Assessments/Performance Based Task), Go Math! Chapter and Unit Assessments, individual teacher notes and informal assessments. In addition, the data on the Annual School Report Card, Progress Report, and ATS is utilized to determine trends in academic performance as well to better address student needs school-wide.

PS116K did not make gains in both ELA/MATH. We saw a dramatic decreases. Based on our 2012-13 Progress Report, our Median Adjusted Growth Percentile decreased from 64.0% to 59% for ELA. Although, there was an increase in student performing at levels 3 or 4, our Student Progress decreased for all G3-5 students. Our Early Grade Progress for ELA is slightly below the city median, 2.2 as compared to 2.3. Based on our School Report Card 2012-2013, our Closing the Achievement Gap decreased by 1.4% as compared to 2011-2012, 4%.

Based on our 2012-2013 Progress Report, our Early Grade Progress median for Mathematics is higher than the city median; 2.76 as compared to 2.29. Based on our School Report Card 2012-2013 our Student Progress went down by 8% as compared to 2011-2012 and 27% as compared to 2010-2011. Based on our School Report Card 2012-2013, our Closing the Achievement Gap decreased by 12% as compared to 2011-2012 and 45% compared to 2010-2011.

There was a 1% increase in the amount of students at levels 3 & 4 in Science – 76% in Spring 2011, 2012 we are at 88%. A total increase of 13% from 2011. We received a “B” in our report card. We were 3.2 points away from receiving an “A”. With a high number of ELLs taking the NYS exams as well as our special education population we need to improve on closing the achievement gap. Given this tremendous challenge with the new curriculum as well as testing specifications we will focus on our these subgroups closely. However, we need to be proud of the improvements and/or lack thereof because our teachers and students worked really hard and will continue to improve as we continue to meet the CCLS.

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

Teachers have also embraced a more balanced and holistic approach to teaching literacy. We are actively involved in professional develop with our new curriculum ReadyGen, Go Math and aligning it to the CCLS. Many of our teachers attend the professional development the city is providing for the above mentioned programs. Teachers are encouraged to attend and turnkey to their counterparts for coherency and alignment with the CCLS as well as the Danielson Framework. In house main inquiry and planning sessions to increase effectiveness in the classrooms is continuous in our school as well to improve both instruction as well as student work.

We have also greatly enhanced our classroom libraries to reflect a 50/50 (fiction/non-fiction) and students spend significant amounts of time building stamina for reading and sharpening their writing craft during their Literacy Blocks. Teachers at PS116K, though young, are enthusiastic learners, collegial colleagues and are always ready and eager to implement “Best Practices” in all subjects, especially in the area of literacy and mathematics. Our classrooms are vibrant and we are proud of the beautiful class work that our students continually produce, colorful and standards based bulletin boards in all subject areas, rubrics based writing pieces and art projects displayed throughout the school. We are indeed a community of learners – every one of us.

One of the insights we have gained from all the above data is that our ELLs are making progress in all areas. Our ELLs have made 36.2% of the achievement gap compared to the population percentage which is at 36.3% for ELA. As for Math our ELLs achieved a 38.7% as compare to the population percentage which is at 37.8%. Therefore, we can conclude that our ELLs are on the right track and our school will continue to monitor our ELLs to make further gains and improvement in their achievement levels.

We are still working on providing our at-risk students with targeted assistance by using innovative practices in the area of literacy focusing on getting many of our new teachers trained in various intervention programs, e.g. Triumphs and small group instructions. We continue to use the following intervention programs: AWARDS, Triumphs, and Destinations for our ELLs and Special Education students both self contained and CTT classes. Our classroom teachers will continually differentiate and create groupings in the classroom to provide support for the ‘at-risk’ students as well as intervention. Due to the lack of funds for AIS, our teachers will provide more

differentiated instruction in the classroom and during inquiry they are meeting to look at data and to better target students for intervention, this will also address the the RTI Initiative. In addition, we have Academy for Success After School program for grades 1-5 at-risk students as well as extended day and a Saturday Academy only targeting ELLs from K-5.

Many of our teachers, while enthusiastic and eager to learn, still need intensive professional development in the area of guided reading and one-to-one focused literacy intervention practices so that they can provide our youngest learners with research based literacy strategies, especially in fluency and phonemic awareness. Therefore, our literacy coaches shall work intensively with all teachers in this area. In addition, a guided reading bookroom has been established with over 10,000 books to support guided reading in all classrooms, including our ELLs and Special Education students. This year we have also included in our budget to buy e-books to provide another avenue of reading for all our students. In an effort to maintain reading growth over the summer with the intention to lessen the impact of summer reading loss, we have created a summer reading initiative program, for the third year to target this issue. This initiative is to offer a variety of library books students choose to read over the summer, anywhere between 5 to 6 novels for the upper grade and lower grades, anywhere from 5 to 10 books.

The continuation of inquiry teams for all grades with a focus on analyzing student work as well as reflecting on best practices for teachers will be our main focus for inquiry work . The goal of the Inquiry is to focus on targeted population in making academic progress. Teachers will come together to discuss the needs of students in the same grade level and plan strategically to support students in acquiring the skills needed in all content areas. Especially to differentiate instruction for our ELLs and SWD population. We use TCRWP Running Records, Periodic Assessments (SchoolNet), formal/informal from the curriculums we currently use to diagnose and support students in grades 3-5 in both ELA and Mathematics. We will continue to provide professional development and support to the teachers since the curriculums are new and require an extensive amount of training.

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

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

For K-2, the modalities that needs to be worked on is fairly equal amongst speaking, reading, writing, and listening. However, for second grade, it seems reading is the weakest link. Therefore, we can conclude that our ELLs are not reading at grade level. For grades 3-5, the results are showing us that the four modalities show a fairly even number of students advancing at the same pace with all modalities. One positive indicator that our ELLs are getting better at their writing. In the fourth grade, twenty eight students took the NYSESLAT and half of that population became proficient in their writing. The data shows that they are struggling more with the listening and speaking modalities. Based on the patterns across the four modalities instructional decisions will be affected. Teachers will focus on the modality that is weakest and plan accordingly. Most of our students need to improve on all four modalities.

Thirty-three of our ELLs became proficient in the NYSESLAT. Our students are performing fairly similarly across all four modalities. However, one area we will be monitoring closely is reading. There is a weakness in that area in the lower grades. These students are offered after-school, Saturday, and other extra-curricular such as the Bushwick Angels and/or Drama Club to provide additional opportunities to learn. The

The data are consistently about the same. Administration is aslo involved in data talks with our teachers with an 8 week cycle, where every pedagogue will analyze and look at data closely to improve instructions. ELL students appear to be doing better in Math. ReadyGen chapter and performance based assessments are used as a tool for teachers to improve instruction. TCRWP Running Record is used to monitor needs of students as well. It provides teachers insight into what the students might be lacking in their reading (Meaning, Syntax, or Visuals). Teachers will re-teach certain

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO](#))

[tool](#))

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

- All K-2 teachers will Core Knowledge Phonics to all students during school day.
- The classroom teacher who will provide 'at-risk', small group intervention to the below grade level students.
- English as a Second Language curriculum will focus on English Language and Writing in order to increase ELLs English language proficiency and to ensure that they receive the mandated ESL hours and these hours increase as they progress into the school year.
- ELLs Saturday Academy for Success will continue to provide additional support for language acquisition, especially in the area of writing and math support as well for K-5.
- Provide professional development to all teachers to learn and increase effective teaching practices.
- Create survey to assess teachers' professional development needs and provide on/off site professional development for all staff based on the survey
- Inquiry teams will continue to target a selected population in order to increase student academic performance.
- Teachers will formulate strategic instruction and assessment to monitor and track student progress.
- Develop a student performance spreadsheet for grades 3 to 5 which consist of data gathered from NYS Assessments and TCRWP Running Records which reflects the strands and skills needed to increase their Reading performance. This spreadsheet acts as a tool for teachers to use for differentiated instruction in various forms such as small group instruction, guided reading, strategy lesson, and individual conferences.
- Empowering students to develop short and long term goals in order for them to take ownership of their learning both academically as well as behaviorally
- Conduct mock Quality Review Walkthroughs to assess all four domains from the Danielson Framework
- Address city-wide expectations and provide the critical 48 hour feedback to teachers for improvement
- Ensure Social Studies and Science state standards are aligned with the rigors of the CCLS.

4. For each program, answer the following:

- a. 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?

After analyzing data across the grades by teachers, data shows that an area that we need to work on is the reading modality. We need to build a stronger foundation for our ELLs as well as our other subgroups, in K-2. Therefore, we have included the Core Knowledge Phonics as part of their everyday curriculum to ensure our ELLs as well as all others students acquire the necessary means to access complex texts. Teachers have analyzed their NYSESLAT data and determined the gains/losses based on individual student.

Tests provided in their native language does not always yield to better outcomes however, it does provide the support for our newcomers as a translation device. For those with a strong NL it does yield better outcomes. Our school tends to do yield better results with the Math. Due to the fact that it can be administered to newcomers who have been here for a year in their NL. They are also trained to use a one to one direct translation dictionary in the Math content area. All ELLs are provided a NL version of the NYS Math to support them if they need it during testing time.

School leaders and teachers meet on an eight-week cycle to provide data talk and to analyze the results of all types of assessments to plan, modify, and improve instruction as needed. After analyzing the NYSESLAT for our ELLs we have come to the conclusion that all areas require close attention especially Reading. This is an area that we need to focus, such as fluency, phonemic awareness and reading comprehension. We have inquiry teams for all the grades that meet every Monday to analyze student work and data to better serve our students and their learning.

Native language is used to support students in the self-contained ESL classrooms as needed We have science and social-studies text books in Spanish for newcomers as a form of support. We also have math text books to support our parents and students as well.

ELA and Math Assessments

A total of 77 ELLs took the ELA in grades 3 to 5. Based on our calculations, our ELLs did not meet the EAMO. In grade 3, 22 of them scored a level 1, 7 of these students are level 2, and 1 level 3. In 4th grade, 9 of them are a level 1 and 4 level 2. In 5th grade, 20

scored a level 1 and 8 scored level 2. Analysis of our ELL population shows a decrease of 36% from 2011-2012. The percent of level 1's increased from 36% in 2011-2012 to 72% for 2012-2013. The percentage of level 2's decreased from 53% in 2011-2012 to 27% in 2012-2013. The percentage of level 3 decreased from 11% in 2011-2012 to 1% in 2012-2013. There seems to be an overall decrease across the grades therefore, we will continue to monitor their progress and provide RTI as well as small group instruction to provide the needed support. With such decrease across the grades in our ELL population we will continue to monitor and reflect on our ELL population.

As for the NY state math total of 72 ELLs who took the test in English and 4 took it in Spanish. In 3rd grade, 21 scored a level 1, 9 scored a level 2, 2 scored a level 3 and 1 scored at a level 4. In 4th grade, 7 scored a level 1, 6 scored a level 2, 1 scored a level 3 and 1 scored a level 4. In Grade 5th, 12 scored a level 1, 12 scored a level 2, 3 scored a level 3 and 1 scored a level 4. Overall we have decreased 41% in our Math percentage for the ELLs in Level 2's, 3's and 4's. For 2013, 47% of the ELLs are at levels 2, 3, and 4. Over the past 3 years we have made great strides in our Math progress, in 2012-2013, 59% our school population was at grade level. Due to changes in the test and the rigors of CCLS we will strive to move our ELLs towards proficiency.

Special Education students increased by 40% at levels 3 and 4. This is an area of great improvement and we will continue to monitor progress as well as to address the needs of our ELL population and Special Education.

Science

An analysis in Science reflects a positive trend over the past three years. In 2011, 76% of our fourth grade students were at levels 3 and 4. In 2012, 87% of them were at levels 3 and 4 which is an 11% growth. For 2013, our students went up 2%, which totals to 89% of levels 3 and 4's. Fourteen ELLs took the Science test and 78% scored at level 3 and 4. In 2012, 73% of our 4th grade ELLs scored at level 3 and 4. With a 5% increase in the Science we will continue to monitor our Science curriculum and program. With the gains from Science we can safely say that the laboratory that was granted to us through our Assembly Man.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). (see [RTI Guide for Teachers of ELLs](#).)

We are still working on providing our at-risk students with targeted assistance by using innovative practices in the area of literacy focusing on getting many of our new teachers trained in various intervention programs, e.g. Triumphs and small group instructions. We continue to use the following intervention programs: AWARDS, Triumphs, and Destinations for our ELLs and Special Education students both self contained and CTT classes. Our classroom teachers will continually differentiate and create groupings in the classroom to provide support for the 'at-risk' students as well as intervention. Due to the lack of funds for AIS, our teachers will provide more differentiated instruction in the classroom and during inquiry they are meeting to look at data and to better target students for intervention, this will also address the RTI Initiative. In addition, we have Academy for Success After School program for grades 1-5 at-risk students as well as extended day and a Saturday Academy only targeting ELLs from K-5.

Many of our teachers, while enthusiastic and eager to learn, still need intensive professional development in the area of guided reading and one-to-one focused literacy intervention practices so that they can provide our youngest learners with research based literacy strategies, especially in fluency and phonemic awareness. Therefore, our literacy coaches shall work intensively with all teachers in this area. In addition, a guided reading bookroom has been established with over 10,000 books to support guided reading in all classrooms, including our ELLs and Special Education students. This year we have also included in our budget to buy e-books to provide another avenue of reading for all our students. In an effort to maintain reading growth over the summer with the intention to lessen the impact of summer reading loss, we have created a summer reading initiative program, for the third year to target this issue. This initiative is to offer a variety of library books students choose to read over the summer, anywhere between 5 to 6 novels for the upper grade and lower grades, anywhere from 5 to 10 books.

The continuation of inquiry teams for all grades with a focus on analyzing student work as well as reflecting on best practices for teachers will be our main focus for inquiry work. The goal of the Inquiry is to focus on targeted population in making academic progress. Teachers will come together to discuss the needs of students in the same grade level and plan strategically to support students in acquiring the skills needed in all content areas. Especially to differentiate instruction for our ELLs and SWD population. We use TCRWP Running Records, Periodic Assessments (SchoolNet), formal/informal from the curriculums we currently use to diagnose and support students in grades 3-5 in both ELA and Mathematics. We will continue to provide professional development and support to the teachers since the curriculums are new and require an extensive amount of training.

Many of our English Language Learners are also experiencing difficulty in second language acquisition and in literacy. Consequently,

we have continued to provide our teachers with both on/off site professional development in specific strategies that will help them support students in their classrooms who are second language learners. Our school has also made it a priority to find teachers that are dually certified in ELS/Bilingual and/or General Education. These teachers have attended many in-house sessions on assessment, guided reading, intervention and small group ESL instructional approaches that will support our second language learners and their transitions to increased ELA strategies and instruction. This year, we initiated the Saturday Academy for Success for all ELLs students K-5 to provide additional support because most of our incoming ELLs do not speak English. The Saturday Academy will utilize the AWARDS online program as well as the Rigby and/or other resources. We will also work towards strengthening teachers instructional strategies by continuing to provide and send teachers to professional development regarding ELLS.

6. How do you make sure that a child's second language development is considered in instructional decisions?

Under the CR Part 154 all beginner/intermediate ELLs are required to have 360 minutes of ESL instruction and advanced ELLs are required to have 180 minutes of instruction per week. ELA instruction for all ELLs as required under the CR Part 154, 180 minutes per week. We have identified 2 SIFE students in our school.

We have identified 103 of our ELLs as students who have been here less than three years, 31 are between 4-6 years, and no long-term ELLs. Based on their HLIS program their first language was Spanish, Chinese, and Arabic. 90% of these parents chose the Free-Standing ESL program after the parent orientation and 10% of parents chose the TBE after the parent orientation as well. 99% of our ELL population took the NYSESLAT exam. For ESL we are using Treasures and Rigby "On Our Way to English" as a supplement. Our advanced students receive at least 225 minutes a week of ESL/ELA instruction. Beginners and intermediates will receive 360 minutes of instruction in ESL/ELA.

Our ESL teacher takes attendance and has scheduled accordingly. The ESL/Bilingual Coordinator (teacher) continually goes to the mandated meetings for any and all updates in regards to ELLs. The ESL teacher provides Guided Reading and Shared reading in the classrooms while they push in and/or pull-out – collaborating with the teachers. Our ESL teacher pushes in daily to the classrooms. Based on the needs of the students and/or levels of these students. For Beginners & Intermediate students the weekly instructional minutes are 360. Advanced students are provided 180 minutes of instructional time. We created a predominately ELL class per grade to focus on the needs of our ELLs in their language acquisition. For Kindergarten, Grade 1, Grade 3 and Grade 4 we created self-contained ESL classrooms. These self-contained classrooms are taught by a certified teachers in ESL and/or Bilingual. The ESL push-in/pull-out teacher works collaboratively with the classroom teacher of the predominately ELL students to service them. The two teachers plan and articulate effectively at common preps and during inquiry time. The classroom teacher and the ESL teacher work in small groups consistently through the time allotted for Math and/or ELA.

Currently, PS 116 is using the recommended programs the city offered; ReadyGen and Go Math! On Our Way to English (Rigby) is used as a supplement, Guided Reading and as well as Treasures guided reading sets are used to support our students. We also provide additional professional development (NYSABE) training in the implementation of ESL strategies to be used by the regular classroom teachers as well as the cluster teachers. Teachers will plan and articulate principles of effective instruction of ELLs via the CFN ELA/Math/ELL Instructional Specialist. ESL/Bilingual teachers will attend ESL professional development the city as well as the network provides.

7. 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?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

We evaluate the success of our ELLs based on the AYP as well as the EAMO. Another source to measure success are the results for the NYSESLAT. We have at least 20% of our ELLs becoming proficient for the 2012-2013 year. If that number goes up every year, then we know we have provided the necessary support to our students, teachers, and parents.

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

1. Describe the steps followed for the initial identification of 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

When parents come into PS 116 to register their children, we have the school secretary who will sit and explain the registration process in Spanish/English and if Chinese-Mandarin is needed Ms. Chen is available for translations. Ms. Cruz/Mr. Arciniega will then assist parents in filling out the necessary documents (Spanish). The school secretaries leave the HLIS until last. The secretary (Ms. Cruz/Mr. Arciniega) contacts the ESL teacher (Ms. Chen/Ms. Rosario) to administer the informal oral interview. The secretary and licensed pedagogue (Ms. Chen/Ms. Rosario) who is appointed, walks the parents through the informal interview and completes the form. When Ms. Chen is available for the informal interviews, either Ms. Cruz/Mr. Arciniega will then translate. The ESL teachers will then put aside all HLIS that are eligible for the LABR. The ESL teachers will then make a list of all eligible students and make appointments for testing during the month of June (for September in-takes). However, during the regular school year any intake will be tested within the given 10 day period.

Judy Chen speaks English, Cantonese, and Mandarin. Ivelisse Juarbe speaks and writes in Spanish and English. Schools make every effort to stay in close contact with ELL parents, from administering the HLIS, to informing them of their child's eligibility for ELL services, to collecting the forms that indicate the parent's program choice for their child. In September, the Eligibility report is printed to cross reference with the HLIS that Ms. Rosario and Ms. Chen has checked for testing eligibility. We make every effort to make sure all eligible students are tested within the 10 day limit. The LABR is administered by Ms. Chen, Ms. Rosario, and/or Ms. Davila (who is licensed and full-time substitute ESL teacher in our school). Any child that is not proficient in English is then given the Spanish LABR. We administer both tests on the same day. If any error occurs, we then notify the school secretary and/or edit information in ATS to maintain validity and integrity of biographical of child.

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.

By law, schools must provide parents of newly enrolled ELLs with information on the different ELL programs that are available. Because the state requires that ELLs be placed in the appropriate program within ten days of enrollment, getting parents this information quickly and efficiently is critical to getting their input. Parents' choice, coupled with program availability, determines program placement for ELLs. Because ELL parents often speak a language other than English, our schools uses the translated materials (brochures, DVDs) provided by the Office of ELLs and services offered by the Translation and Interpretation Unit, including document translation and interpretation services, as needed. Our parent coordinator provides summer outreach programs for parents as well as anyone interested in our school during those 2 months. Parents are told what program choices are available as we administer the LABR in June. We offer parents the chance to view the video from the Chancellor while they wait for their child(ren). Once we have the results, the ESL teachers ask parents what their preferences are and make a note of that for placement. During the regular school year in take, we notify the parents after the LABR within the 10 day period of what program their child is eligible for and go from there.

Informational and question-and-answer sessions at most schools are provided through group orientations at the beginning of the year, in September, we normally have the ELL parent meeting by the 3rd or 4th week. This is given to all Kindergarten as well as any newcomers (eligible child). However, we inform parents throughout the year in various ways, including one-on-one meetings, phone conversations, or through informational packets. Parent coordinators and other designated staff work closely with supervisors (Assistant Principals) and ELL specialists (ESL certified) to coordinate school events for ELLs.

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

We have regular PTA and school meetings where the program information are disseminated. Many of our community members are aware of the school programs and services. During the registration process, the appointed pedagogue notifies the parents of the

programs that are available (with translation if needed) to fully understand the programs that they are entitled to. They will also understand the different programs by watching the video from the Chancellor and the differences between the programs. We also allow time for Q & A, if parents have doubts about programs that are available and/or entitled to.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

The program selection forms are signed on the day of our ELL meetings in September for students that are registered in our school building. For students that come in during the school year they are informed the different programs we have. Parents are able to view the video and understand the programs that are offered and Lab-R scores are given to the parents to make the appropriate choices. The licensed pedagogues that will monitor and maintain these documents are Ms. Chen, Ms. Rosario, and Ms. Davila. The continuation of service letters are given out to class room teachers in September to ensure that there is ample time for them to return these forms. We remind parents that come to the ELL workshop during the beginning of the school year and towards the end. If these forms are not returned, we will make sure that teachers are given extra forms during our curriculum night to ensure that they are returned in a timely manner. If a form is not returned, the default program at PS 116 is the Free Standing ESL Program. Most of program selection forms are not returned for children that are interclassroom during the middle of the school year. Our dead-lines for the continuation of service letters are at the end of September.

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.

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

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

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

6. 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.) 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. [i](#)

The trend is either the TBE or Freestanding ESL but the more favorable choice is Freestanding ESL. During 2012-2013, very few of our parents requested Bilingual due to shifts in CCLS standards. Parents are more knowledgeable in the CCLS and feel that as the NYS assessments are more rigorous, they are choosing to opt for Freestanding ESL for their children. Parents have been informed that due to program choices and requests from parents PS 116 have phased out Bilingual for the 2013-2014 school year. For this current year, parents have not requested Bilingual, therefore, all grades have been phased out and 100% of our parents requested ESL (Total 21). During our parent orientation in September the decisions were reiterated as well. Parents were reminded that we have phased out TBE at PS 116 to accommodate parent choices and parent requests.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?
- a) Instruction is delivered by self-contained and push-in/pull-out ESL teachers. PS 116 offers a Freestanding ESL Program. Our ESL program is offered through push-in/pull-out model for grades K-2 and 3-5.
- b) We created a predominately ELL class per grade to focus on students with special English language acquisition needs and heterogeneous children. In grades K-5, we have licensed ESL teachers serving our ELLs in a push-in/pull-out. In Kindergarten, 1st, 3rd, and 4th grades we have a self contained ESL class that is offered due to the large number of ELLs in that grade. The ESL push-in/pull-out teachers work collaboratively with the classroom teachers of ELL students providing the support the students need.
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)?

For Mathematics, we have selected the GO MATH curriculum. Evidence and argument is a focus of the school with regards to the CCLS as well as the CityWide Expectations. We use the Harcourt Science curriculum for grades 3-5 and FOSS for grades K-2. For Social Studies, we have textbooks for all the grades and in previous year, the leveled libraries are used to align with the NYS standards accordingly. Self contained classrooms teachers teach using ESL approaches throughout the course of the day. The ELLs will continue to receive after-school and Saturday Academy that target ELLs, to provide them with additional ESL academic intervention services with a primary focus on Principle 2: Academic Rigor. Integration of ESL strategies into the Literacy Block in self-contained ESL classrooms with the use of leveled libraries in English. In some cases with newcomers, the push-in/pull-out teacher will provide extra support.

Our self-contained students receive the maximum number of ELL requirements and more during the day. Our push-in/pull-out ESL teachers provide all required units of ESL periods to our ELLs. For Beginners and Intermediate students we provide 2 units (360 minutes) and for Advanced students we provide 180 minutes of ESL instruction. Sessions are made-up if and/or teachers or students are absent to adhere to all CR-Part 154 regulations.

Teachers deliver lessons that foster English language development (i.e. Book Talks, Turn and Talk, Shared/Partner Reading, Read Aloud, Oral Reports, Close Reading of Passage, etc.). Teachers also provide additional opportunities and materials to foster oral language development and to assist students in achieving proficiency in English with a focus on Principle 4: Explicit English as a Second Language (ESL) and English Language Arts (ELA). Learning experiences made comprehensible for students through specific pedagogical techniques; opportunities for classroom discourse and interaction that are well-designed to enable them to develop

communicative strengths in language arts; on-going assessment and feedback to guide their learning; consistent use of higher order thinking and learning skills.

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 foster language development and meet the demands of the Common Core Learning Standards.

Content areas such as Science and Social Studies are taught in English using ESL approaches in self-contained ESL classes. We use the Harcourt curriculum for grades 3-5 and FOSS for grades K-2. In Social Studies the leveled libraries are used to align with the NYS standards accordingly and is taught in English through ESL approaches in order to meet the CCLS. Teachers also provide additional opportunities and materials to foster oral language development and to assist students in achieving proficiency in English with a focus on Principle 4: Explicit English as a Second Language (ESL) and English Language Arts (ELA). Learning experiences made comprehensible for students through specific pedagogical techniques; opportunities for classroom discourse and interaction that are well-designed to enable them to develop communicative strengths in language arts; on-going assessment and feedback to guide their learning; consistent use of higher order thinking and learning skills.

With a focus of UDL and DOK, interjected in lesson plans we are ensuring that the CCLS are addressed through ESL methodology such as providing multiple approaches in the process of thinking, teaching, and learning concepts. To enable ELLs in understanding the critical features that define a particular concept and distinguish it from other concepts, questioning techniques are at the heart of the CCLS and they are essential for any 21st century classroom. Our teachers will help ELLs in becoming more active rather than passive learners and help promote academic language in the process.

The ELLs will continue to receive after-school program that targets ELL students and provide them with additional ESL academic intervention services with a primary focus on Principle 2: Academic Rigor. Integration of ESL strategies into the Literacy Block with the use of leveled libraries as well as other resources such as videos from the internet.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

We ensure that ELLs are evaluated in their Native Languages by using their Home Language Survey. Students eligible for the LABR are given in their home language as well (Spanish) to determine their proficiency in their native language. Our students are placed in the self-contained Free-Standing ESL class. If a student is placed in the Free-Standing ESL Program the push-in/pull-out ESL teacher (Ms. Rosario & Ms. Davila) will assess them if the teachers see a need in their Native Language.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Classroom teachers know which students are ELLs and the Individual Student Reports clearly informs teachers what the student weaknesses and strengths are. Part of the CCLS is to address Listening and Speaking, therefore, all activities ensure that such is taking place. Accountable Talk which involves groups and partners takes place daily. Teachers are facilitating as well as guide them when necessary. Teachers are formally and informally addressing these two modalities by observations and/or quizzes and tests. As well as through project based and presentations. Teachers are monitoring progress through conferences and/or notes. Performance Tasks are done at the end of every Unit in ReadyGen

Reading and Writing is part of the ReadyGen curriculum that we have currently adapted. Progress through reading and writing is tracked through formal observations by teachers. Student writing is collected and rated by rubrics that address the CCLS. PS 116 chose TCRWP Running Records as one of our assessment tools therefore, reading progress is tracked formally through this format. However, during conferences and informal observations teachers will continually implement and address skills and strategies needed to become better readers.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers).
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a) We currently have 2 SIFE students and they are placed in self-contained ESL classrooms where they will get there 2 units of instruction. In addition, the student is serviced by the ESL teacher for Tier II/III intervention as well. They will be working with the ESL teacher (pull-out) in a small group setting as well as intervention with extended day; Saturday Academy as well as support from the Arts & Literacy Program. A college student is assigned to work with the SIFE student 1:1. These children are currently attending afterschool and any other programs that we might have available to them. Including the Saturday Academy and all enrichment programs.

b) For our ELLs that have been identified as newcomers (1-3 years), we have offered them bilingual programs if they are

available and/or placed them in the self-contained or designated ELL classroom, where the ESL teachers push-in to provide extra support. The ELLs are offered extended day, afterschool, and the Saturday Academy as well as all enrichment activities. The teacher and the ESL push-in will provide small group instruction. The coaches and lead teachers will provide teachers with additional support to improve instructional practices to better serve our students. The school, in a joint effort to best support our students, have partnered with the Arts & Literacy Program to provide more support for our lowest-third population including our ELLs with college students to provide that extra support during extended day as well as afterschool and the Saturday Academy.

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

d) We have identified 0 students as long-term ELLs.

e) The language goals of students with IEPs state, that students will acquire language proficiency through ESL methodologies. Teacher's College Running Records and Interim Assessment for students with/without an IEP in ESL classes are used for differentiated instruction and informational purposes. Teacher assessments, portfolios, Go Math, and ReadyGen unit assessments are all formal and informal assessments the school uses to identify the strengths, weaknesses, and needs. Through direct observation and through several assessment tools our 27 ESL students identified as having special needs appear to have difficulties acquiring the English language due to their disabilities. We have self-contained and/or push-in/pull-out Free Standing ESL provided. We continually have SIT (Student Intervention Team), School Leadership Team, Study groups, Inquiry-based and Cabinet meetings to update any and all information regarding our student body. In these meetings teachers are invited to attend if the need arises and teachers are collaborating with one another to identify and provide the needs of the students. RTI is source of intervention that we provide our students who may be eligible as well.

7. 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?

Instructional strategies that our teachers incorporate are based on the Danielson Framework addressing the CCLS. Strategies that teachers use are based on the following research as well; Universal Design Learning Framework and Depth of Knowledge. Below are some of the samples of strategies and instructional differentiation that PS 116 teachers use to address our ELL population:

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

1. Explicit instruction in writing mechanics and composition skills is necessary for writing success.
2. Vocabulary and oral language development are an integral part of writing.
3. Writing flourishes in a safe community of learners, where teacher and students are writing and sharing their writings, editing each other's work (students edit teacher's writing also), and where they publish together. ELLs need a sense of community and structure that allows them to take risks on their way to learning in a new language and culture.
4. Using culturally responsive instruction, teachers explore with their classes the ways in which students and their families use literacy at home and in the community. Teachers then bring these topics, styles, and cultural knowledge into the writing themes.
5. We use cooperative learning during the planning, revising, and editing of their writing, so that students give feedback to one another as well as use feedback that has been given. ELLs learn a great deal just from examining each other's writing. Through this process, ELLs have many opportunities to write, learn new text structures and words, and become familiar with the mechanics of writing in English.

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

6. Our school will continue to address text complexity for ELA as well as diving deeper into texts focusing on evidence/argument for the 2013-2014. During 2012-2013, we have included close-reading of texts and reinforced the 50/50 of fiction and non-fiction in the classrooms to have all our ELLs exposed to genres of texts. Response to Intervention is another initiative that we have continued to implement and provide our ELLs as well as SWDs.

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

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

Additional steps for ELLs

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

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

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

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

- How to select vocabulary words for teaching ELLs; Increasing academic language knowledge
- Literacy in Content Areas
- Oral language development for beginners; Introducing a text before reading; Reading comprehension strategies for content learning;
- Reading non-fiction text
- Lesson Planning and Activities
- How to develop a lesson plan that includes ELLs; Cooperative learning strategies; Connecting background knowledge to content; Hands-on activities; Graphic organizers; Music and language learning

Content-Area Resources

Math- Math Instruction for English Language Learners; Reading and Understanding Written Math Problems;
 Science - Using Science to Develop ELLs' Language Skills and BrainPop.com can be used as a scaffold
 Social Studies - Preparing an Engaging Social Studies Lesson for English Language Learners; Using Timelines to Enhance Comprehension; Pictures and videos by accessing BrainPop.com;
 Using technology: Technology can also be a powerful tool in math instruction for ELLs as well as other content areas. Our school has access to Destination Math, Soar to Success and the Go Math technology.

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

culture of scientific learning. Houghton Mifflin Social Studies was purchased for grades K-5. The Go Math program will incorporate a technology component that will enable ELLs with more visuals as well as technology exposure.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

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

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	45 minutes per day	45 minutes per day	45 minutes per day

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

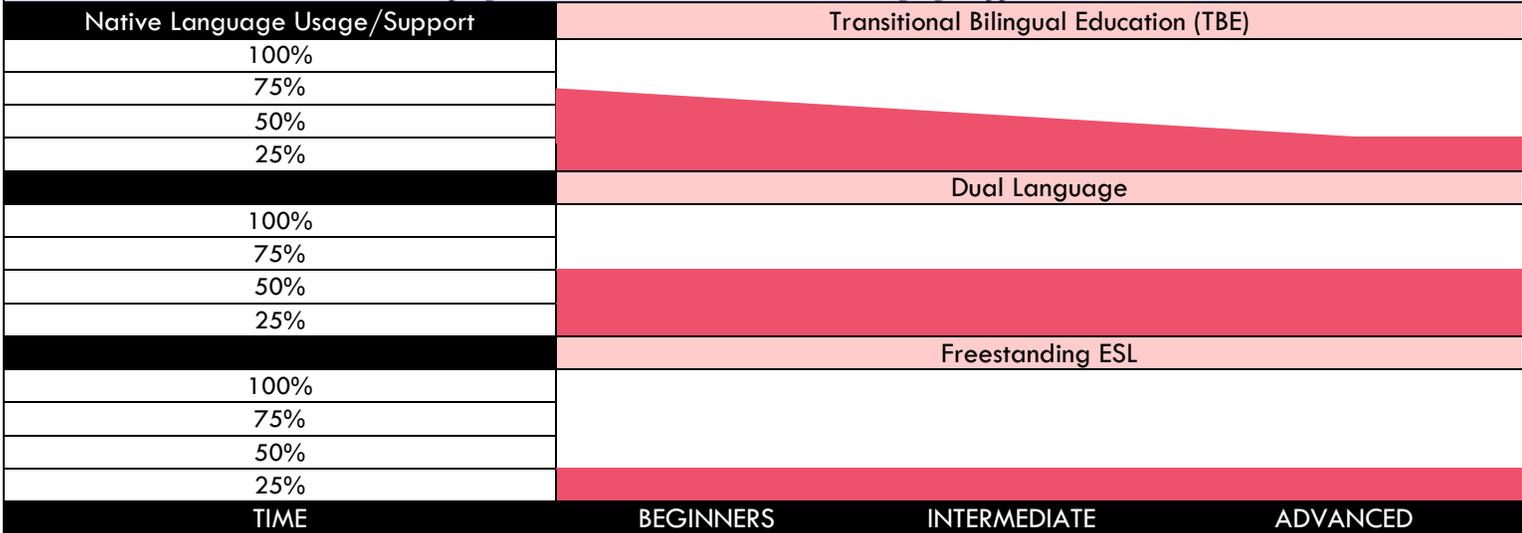
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. 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.

One of the improvements we will be making is increased professional development for all teachers and personnel working with ELLs. In these sessions teachers will be analyzing data from the NYSESLAT, ELA, Math, and Science (if applicable), from their own students. Inquiry Teams will be utilized to analyze student work to continually adjust lessons and improve instructional practices. One of the programs that our ELL teachers can utilize is Destinations Math/ELA and AWARD Reading so our ELLs will have access and exposure in reading through the use of technology. BrainPop is also another technology website that our teachers use often to enhance student understanding. ReadyGen also includes a performance task that enable students to delve deeper in the use of technology especially the research component. Students will be given choices to work in groups therefore, allowing our ELLs to work with other students to increase their verbal and listening skills. Students are also given opportunities to present their work to their fellow classmates. Other internet based materials such as our Go Math & Soar to Success as well as Destinations ELA/Math will be used as a resource for our students. To continuously align and improve our Social Studies curriculum, Houghton Mifflin Harcourt, will remain as our Social Studies Curriculum for K-5. These textbooks are aligned to the New York City Performance Standards as well as address parts of CCLS and the City-Wide expectations. Pedagogues will enhance the Science and Social Studies through hands-on as well as the use of technology using sites such as BrainPop and the encyclopedia.

Addressing the Danielson Framework as well as differentiating through different entry points will enable every child to learn. Curriculums that have been adapted will be monitored closely and implementation of Danielson framework is addressed through CCLS. Academic vocabulary is embedded in the new curriculums will be strengthened through word walls, writing, accountable talks, etc.

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

To instill community service we have created the Bushwick Angels for more than a decade and in the last few years, students have taken a more active role. All students are given the opportunity to join as a school-wide initiative. All ELLs are afforded the opportunity to apply and be part of the initiative.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

As our school implements the CCLS, Danielson, as well as a new program ReadyGen these are the following that will influence student learning outcomes, as well as success in school for our ELLs: Combination of Content Objectives and Language Objectives. ELLs require that lesson plans explicitly state content learning objectives and language objectives; teachers will develop these with clarity, relevance and in order of importance. By doing so, teachers of ELLs can better determine what they will teach and how they will teach it. Best practices for ELLs include an integrated approach so that learning is focused on achievement. ReadyGen has

Lessons as well as units are being revised to accommodate the learning of our ELLs, using different entry points. It is too early for us to say how effective the program is right now, however, this program does allow for a much greater exposure to language (speaking). Exposure to content because in every unit there is a fiction and non-fiction task, which aligns to the shifts (50/50).

11. What new programs or improvements will be considered for the upcoming school year?

Due to the changes for this year, our school has decided not to implement any more new programs. Students and teachers need to familiarize themselves with our current programs before we attempt to add any more new programs.

12. What programs/services for ELLs will be discontinued and why?

Our TBE (Bilingual program) has been discontinued due to parent choices. Due to such a demand for ESL we now have self-contained ESL classes.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

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

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

The instructional materials that are used to support our ELLs for ESL: ReadyGen(CORE) and Core Knowledge Phonics (K-2) which is

used for the ESL/ELA (SUPPLEMENTAL). Triumphs is another supplemental 'at-risk' program our classroom teachers have to support students as well as FOCUS (skill-based) reading materials that K-5 classrooms have for differentiation with our ELLs. All classes have been provided with leveled libraries in English. The Social Studies curriculum materials are based on leveled libraries in English and textbooks have been ordered in English (Spanish content dictionaries are available). The Science program is provided in English to all students using Harcourt (grades 3-5) and FOSS (grades K-2). In Math we have the adopted the Go Math program that is available in English.

Our plan for the 31 ELLs, who have received ESL services 4-6 years, are continuously offered extended day, afterschool programs funded Title I and Title III, as well as any extra curricular activities that is offered. These children continue to receive ESL services. Destinations ELA/MATH, Award Reading, BrainPop, and GoMath - online component for students are some of the technology programs that we offer and have readily available for our ELLs.

The language goals of students with IEPs state that students will acquire language proficiency through ESL methodologies. Running Records, Interim Assessment, are used for differentiated instruction. Teacher assessments, portfolios, and ReadyGen Unit assessments are all formal and informal assessments the school to identify the strengths and needs. Through direct observation and through several assessment tools. 19 ESL students identified as having special needs appear to have difficulties acquiring the new language (English) due to their disabilities. We have CTT, self-contained ICT and push in ESL to accommodate our parents' choices. We continually have PPT (Pupil Personnel Team), School Leadership Team, Study groups, Inquiry-based and Cabinet meetings to update any and all information regarding our student body. In these meetings teachers are invited to attend if the need arises and teachers are constantly collaborating with one another to identify and provide the needs of the students.

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

Continued professional development for personnel working with ELLs is on-going and our CFN comes in weekly to visit classrooms to offer feedback and solutions to increase teacher output. In these sessions teachers will be analyzing data from the NYSESLAT, ELA, Math, and Science (if applicable), from their own students. Implementation of Performance Series will also be included, we have decided on 4th grade at this point however, we might include other grades as we implement this internet based program. Other internet based programs such as Award Reading, BrainPop, and Destination Math/ELA will continue to be implemented. As part of our initiative to further align and improve student progress, we plan on purchasing ipads for the classrooms. To increase reading motivation as well as exposure to technology, ebooks and Apps (applications) will be purchased using software monies that have been allocated.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

In order to address the critical needs our ELLs in ESL classrooms, we have Spanish libraries available in an ESL room. We have Spanish Math Steps and reading libraries in Spanish available in Rm 406. 90 minutes of instruction in ESL for beginners and intermediate students, 45 minutes of ESL and 45 minutes of ELA for advanced students. Self-contained classroom teachers are using the ReadyGen program differentiate using ELL methodologies. Teachers have initiated a 50/50 library with fiction and non-fiction and TC libraries as well (English/Spanish) will be used as a supplemental. K-5 have leveled libraries for the Social Studies curriculum and we have Science libraries as well English. We also have some books in Spanish available in Room 406. The Sciences are taught by the classroom teachers using the state curriculum and our cluster science teacher.

We provide English Language Learners as well as other students with supplemental instruction 2 days after school. The classroom size will be no larger than 15 people from grades 1-5 in support of ELA and Math. Assistance from high school and college students to further support our lowest-third students through collaboration with the Arts & Literacy program will be provided as well. Certified bilingual, ESL, and Gen. Ed. teachers will teach this program. This program will target all eligible 1st-5th grade students including the ELLs students, approximately 120 students, in our school. There will also be a Saturday Academy offered to all ELLs from 9-12pm in grades Kindergarten thru 5th. It will assist in meeting the New York State Education Department standards in English, Math, Science, and Social Studies. ELL students will receive standards based instruction three-days a week for two hours in ESL and content area instruction. Instruction will prepare students for the NYSESLAT/ELA/Math and content area assessments. Materials will include but not limited to, authentic materials such as the use of technology, periodicals, newspapers, scientific journals, and other ESL instructional materials for literacy and content area instruction.

PS 116 offers professional development in various areas. For example reading, math, content area instruction, and data driven instruction. Our school has integrated into our mandated professional development various workshops geared to the ELL population of our school. Our teachers will attend workshops provided from the CFN, NYCDOE and in-house with regards to our ELLs, the latest research as well as aligning ESL standards to CCLS.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?
All required services and resources are age and grade appropriate. If materials are not aligned then teachers are to differentiate according to the needs of the students.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
Newly enrolleds students are paired up with buddies during the school day. The PTA and/or parent coordinators that set-up weekend workshops for parents as well as students to attend to better immerse themselves in the community. They are also afforded a meet and greet with teachers at their first attendace day so as to lower their affective filters.
18. What language electives are offered to ELLs?
Our ELLs are not offered langauge electives at this point as we are an elementary school.
19. For schools with dual language programs:
 - a. How much time (%) is the target language used for EPs and ELLs in each grade?
 - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - c. How is language separated for instruction (time, subject, teacher, theme)?
 - d. What Dual Language model is used (side-by-side, self-contained, other)?
 - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

PS 116 offers on going professional development in various areas. For example, reading, math, and content area instruction. Our school has integrated into our mandated professional development various workshops geared to the ELL population of our school.

Our teachers attend a majority of these workshops either in house or outside. The following are some of the workshops we offer:

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

Professional development will not be funded by Title III.

July - Sept. 2013	Unwrapping Citywide Expectations- Instructional Shifts & Danielson Framework (ReadyGen/Go Math)
July 2013 - June 2014	ReadyGen/Go Math PD (City-Wide - All year long)
July 2103 - June 2014	Teacher Effectiveness Program (All Year Long)
October – June 2014	CFN Visitation for Best Practices ELA/MATH for Grades K-5 (Every Week)
	Intervisitation between teachers after visitations from CFN (All Year Long)
September 4 th , 2013	Chancellor's PD Day - Using Data (NYSESLAT) to Drive Instruction for ELLs/Delving Deeper into Citywide Expectations
September 2013 - June 2014	Curriculum Alignment with DOK, UDL, and CCLS through Planning Sessions Lead by Lead Teachers and CFN Instructional Specialists
October 2013 – June 2014	Grade Inquiry Team meeting every Monday, extended time – Looking at Student Work; Data & Academic Gaps to Drive Instruction
October 2013 – June 2014	Hosted by CFN as well as network schools – Strategies for ELA/Math & Looking at Data Targeting ELLs - Questioning Techniques; Curriculum Mapping; Addressing Common Core; Danielson Framework
September 4 th , 2013	Chancellor's PD Day - Using Data (NYSESLAT) to Drive Instruction for ELLs/Delving Deeper into Citywide Expectations
November 5 th , 2013	Chancellor's PD Day - TEP, Danielson Framework, SchoolNET,
December 3, 2013	Testing Accommodations for ELLs, SWD and Other Testing Regulations for All
March-May 2014	NYSESLAT Test Training for all General Education/ESL Teachers

Staffs members are supported by the lead teachers and ESL teachers as well as being sent to professional developments to further their knowledge of ELLs (turn-key), TEP, Danielson, ReadyGen/Go Math. The CFN provides many customized trainings on areas that teachers need support in. Staff is also provided with testing history of the state exam scores as well as portfolios of students that are transitioned from one proficiency level to another. Parent coordinators and guidance counselors provide other supports to teachers.

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

D. Parental Involvement

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

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

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

Parent Involvement Through the School:

- Meet and Greet the Teacher Night
- Monthly meetings with the PTA and Parent Coordinator to discuss concerns that parents might have.
- Student of the Month participation from students, parents, and teachers which includes a class that performs to further encourage parent involvement.
- ELA Parent Meetings - ReadyGen Reading & Writing Program: Ways to Help Your Child Grades K-2 & 3-5
- Go Math Parent Meetings - Ways to Help Your Child K-5

•Workshops held and to be held:

- | | |
|---|---|
| - September 2013 - June 2014 | 9-10 PTA (Monthly) |
| - October 2013 - June 2014 | Student of the Month (Monthly) |
| - October 2013 - June 2014 | Parental Involvement/Community Service Led by Ms. Jackson (Bushwick Angels) - Monthly |
| - September 2013 | Welcome Orientation of All Students (ELLs) - Programs for ELLs |
| - September 17, 2013 | Dad Take your Child to School Day (Dad Workshop) |
| - September 26, 2013 | Meet the Teacher Night 4:30-6:30pm |
| - October 10, 2013 | Follow the Leader by Ms. J. Jackson @ 9 am |
| - October 1 st , 3 rd , and 17 th , 2013 | How to Support Your Child At Home (ELA/MATH) 8:45-11 am Presented by Lead Teachers C. Loyd (ELA - K-2; 3-5) and A. Ambris (Math - K-2; 3-5) |
| | Total of 3 per year per subject area and grade span (K-2; 3-5) |
| - November 15, 2013 | All in the Details Led by Ms. J. Jackson @ 9 am |
| - November 20, 2013 | Guidance Counselor - Transitioning into Middle Schools |
| - January 2014 | Parent Orientation for ELLs (Newcomers) |
| - Other PDs will be forthcoming and TBD as needs arise from parents | |
| - June 2014 | Awards Assembly (K-5) |

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

E. Additional Information

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

Part VI: LAP Assurances

School Name: The Elizabeth Farrell School

School DBN: 32K116

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Seiw Kong	Principal		11/20/13
Debbie Diaz	Assistant Principal		11/20/13
Iris Rivas	Parent Coordinator		11/20/13
Ivelisse Rosario	ESL Teacher		11/20/13
Norberta Diaz	Parent		11/20/13
Judy Chen	Teacher/Subject Area		11/20/13
Cortney Loyd	Teacher/Subject Area		11/20/13
	Coach		
	Coach		
Frances Diaz	Guidance Counselor		11/20/13
Joanne Brucella	Network Leader		11/20/13
Otis Benjamin	Other <u>Assistant Principal</u>		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 32K116 School Name: The Elizabeth Farrell School

Cluster: Two Network: 210

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

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.

One of our findings is that that we have adequate staff to help with the translation of written documentations that need to be sent home in Spanish and/or Chinese. Materials sent to the translation unit takes longer than we woul like at times. During curriculum night and/or open school days/nights we need more staff on hand to help with oral translations. The School Leadership Team and PTA is aware of the lack of oral translators and have provided extra support to the school during these events that require oral translations.

Part B: Strategies and Activities

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

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

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

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

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

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

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