

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

School Name: MARY LINDLEY MURRAY
DBN (i.e. 01M001): 02M116
Principal: JANE HSU
Principal Email: JHSU@SCHOOLS.NYC.GOV
Superintendent: BONNIE LABOY
Network Leader: GABRIEL FELDBERG

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
Jane Hsu	*Principal or Designee	
Andrea LaRocca/Melissa Seigel	*UFT Chapter Leader or Designee	
Renee Lesser/Simone Levin	*PA/PTA President or Designated Co-President	
Not Applicable/None	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Not Applicable/None	CBO Representative, if applicable	
Diana Florence	Parent/SLT Co-Chairperson	
David McGreevy	Teacher/SLT Co-Chairperson	
James Adams	Parent	
Janar Karabay	Parent	
Ben Morden	Parent	
Dana Nicholson	Parent	
Mauro Pennachia	Parent	
Meera Wagman	Parent	
Gary Shevell	Assistant Principal	
Tamara Kromholz	Teacher	
Jodi Orman	Teacher	
Erica Silverstein	Teacher	
Michele Yokell	Teacher	

**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 2014-14 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)
X	<ul style="list-style-type: none">▪ Annual Goal▪ 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)
	Title I Plan (Only for schools receiving Title I funding)
	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.

By June 2015, the number of all 1st grade students, will demonstrate progress as readers as measured by Teachers College Reading and Writing Project running records as follows:

- 50% of students entering below K June standards (EE/A/B/C) will achieve at least a Fountas and Pinnell reading level I.
- 100% of the students entering 1st grade at level D/E/F will achieve at least a Fountas and Pinnell reading level I/J.
- 80% of the students entering 1st grade at level G/H/I will achieve at least a Fountas and Pinnell reading level L.

Comprehensive Needs Assessment

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

An analysis of 2013-14 1st grade reading levels revealed the following levels were achieved:

- 33% of readers at levels A-C in September met grade level standards (Level I) by June.
- 91% of readers at levels D-F in September met grade level standards (Level I) by June.
- 76% of readers at levels G-I in September met mid-year 2nd grade level standards (Level L) by June.

Research has overwhelmingly demonstrated that early childhood literacy is a key determining factor for future academic success. It is our firm belief that, at a minimum, students who enter 1st grade reading at or above grade level should leave 1st grade at or above grade level.

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. Reading Recovery and Small-group Intervention
2. Targeted Guided Reading Instruction
3. Targeted Reading Rescue Intervention
4. PD will be provided to teachers on the following topics:
 - a. Guided Reading
 - b. Charlotte Danielson's Framework for Teaching: Teacher Effectiveness Rubric 3c – Engaging Students in Learning
 - c. Shared Reading
 - d. Interactive Read-Aloud

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

1. Grade 1 Teachers, Reading Intervention Teachers,
2. Grade 1 Teachers, Literacy Coach
3. Grade 1 Teachers, Reading Recovery Teachers, Teaching Assistants
4. Classroom Teachers, Reading Intervention Teachers, Literacy Coach, Teachers College Reading and Writing Project Consultant, Principal, Assistant Principal

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

1. Mid-year reading level analysis. It is expected that students will be half-way toward meeting their targeted level. Adjustments will be made as necessary.
 - a. A-C (3 reading levels)
 - b. D-F (2 reading levels)
 - c. G-I (2 reading levels)
2. June 2015: Comparison of actual reading levels vs. targeted reading levels.

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

1. Reading Recovery and Small Group Intervention
 - a. September 22, 2014 – June 20, 2015
 - b. Monday-Friday
 - c. During the school day (pull-out)

2. Targeted Guided Reading Instruction
 - a. January 8, 2014 – June 20, 2015
 - b. Monday-Friday
 - c. During the classroom literacy block
3. Reading Rescue Intervention
 - a. December 1, 2014 – June 20, 2015
 - b. During the school day (pull-out)
4. Professional Development
 - a. September 2, 2014 – June 26, 2015
 - b. During professional development days, common planning periods, teacher team meetings, after-school professional development sessions, and attendance at off-site professional development classes/seminars.

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

1. Targeted reading recovery and small-group instruction will be provided to students in the lowest third. Reading recovery teachers will use the leveled text sets in the reading recovery classroom. Classroom teachers will use leveled texts sets from the school's leveled text resource room as materials.
2. Guided Reading instruction will be provided by classroom teachers, as well as push-in and pull-out instruction. Classroom teachers will use leveled texts sets from the school's leveled text resource room as materials.
3. Reading Recue Intervention will be provided by Teaching Assistants under the supervision of reading intervention specialists. Assistants will use the materials specific to the Reading Rescue Intervention Program.

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).

Families as Reading Buddies
 Literacy Workshops for Families

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	X	Title IA	X	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 #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.

By spring 2015, students performing in the lowest third of the 4th grade will improve in their ability to write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence by 5% as measured by the points obtained on Short Response questions of the 2015 New York State Common Core English Language Arts Exam for Grade 4.

Comprehensive Needs Assessment

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

A trend analysis of the spring 2014 New York State Common Core English Language Arts Exam revealed that 3rd grade students who performed in the lowest third were only able to obtain 43% of the possible points on the Short Response questions of the 2014 New York State Common Core English Language Arts Exam for 3rd Grade, as compared to 70% of the possible points obtained by their peers. More specifically, nearly one-third of this population received zero (0) points on at least one-half of the total Short Response questions.

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 to teachers on the following topics:
 - a. Common Core Learning Standards Speaking and Listening Standards
 - b. Charlotte Danielson's Framework for Teaching: Teacher Effectiveness Rubric (3B-Using Questioning and Discussion Techniques 3D-Using Assessment in Instruction)
 - c. Guided Reading
 - d. Shared Reading
 - e. Interactive Read-Aloud
 - f. Writing About Reading
 - g. Small-group Strategy Lessons in Reading and Writing
 - h. Study with teachers of grades 2-5 around reading assessments that involve writing about reading
2. Extended Day Program
 - a. Students will receive additional small-group instruction on the processes writers use when writing arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
3. Saturday Academy
 - a. Saturday Academy will be offered to provide students with simulated test experiences to help them transfer their abilities to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence to standardized exam format.

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

1. Teachers servicing 4th grade students, literacy intervention teachers, literacy coach, Teachers College Reading and Writing Project consultants
2. Teachers servicing 4th grade students, literacy intervention teachers, literacy coach, Teachers College Reading and Writing Project consultants
3. Teacher per session, as per collective bargaining agreement

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

1. Students performing in the lowest third of the 4th grade will improve in their ability to write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence by 5%.
2. Students performing in the lowest third of the 4th grade will improve in their ability to write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence by 5%.
3. Students performing in the lowest third of the 4th grade will improve in their ability to write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence by 5%.
4. Students performing in the lowest third of the 4th grade will improve in their ability to write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence by 5%.

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

- 1. Professional Development
 - a. During professional development days, common planning periods, teacher team meetings, after-school professional development sessions and attendance at off-site professional development classes/seminars.
- 2. Extended Day Program
 - a. January 8, 2015 – April 23, 2015
 - b. Every Wednesday and Thursday 2:45pm – 4:00pm
- 3. Saturday Academy
 - a. March 21, 2014 , March 28, 2015, April 18, 2015
 - b. 9:00am – 12:00pm

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

- 1. Professional Development will be provided to teachers on the following topics: Common Core Learning Standards Speaking and Listening Standards, Charlotte Danielson’s Framework for Teaching: Teacher Effectiveness Rubric (3B-Using Questioning and Discussion Techniques 3D-Using Assessment in Instruction), Guided Reading, Shared Reading, Interactive Read Aloud. Study with grades 2-5 around reading assessments that involve writing about reading. Professional texts, Teachers College Reading and Writing Project consultants, student work and performance assessments will be used as resources.
- 2. Targeted small-group instruction will be provided to students in the lowest third, specifically focusing on the Common Core Learning Standards Speaking and Listening Standards and writing about reading, in addition to targeted preparation for New York State standardized exams. Teachers College Reading and Writing Project Units of Study, children’s periodicals and online material will be used as resources.
- 3. Targeted small-group instruction will be provided to students in the lowest third, specifically focusing on the Common Core Learning Standards Speaking and Listening Standards and writing about reading, in addition to targeted preparation for New York State standardized exams. Teachers College Reading and Writing Project Units of Study, children’s periodicals and online material will be used as resources as well as past New York State exams.
- 4. Targeted small-group instruction will be provided to students in the lowest third, specifically focusing on the Common Core Learning Standards Speaking and Listening Standards and writing about reading, in addition to targeted preparation for New York State standardized exams. Teachers College Reading and Writing Project Units of Study, children’s periodicals and online material will be used as resources as well as past New York State exams.

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).

- Families as Reading Buddies
- Literacy Workshops for Families
- Publishing Celebrations
- Class Newsletters
- Youth Development Attendance Monitoring

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	X	Title IA	X	Title IIA		Title III		Set Aside		Grants
---	-----------------	---	-----------------	---	------------------	--	------------------	--	------------------	--	---------------

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

PTA Supplemental Funding

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.

By June 2015, the achievement disparity between 5th grade Black and Hispanic students and students who are not Black and Hispanic will be reduced by 10% in their ability to demonstrate proficiency of the Mathematical Practices as measured by points attained on the New York State Common Core Mathematics Test's short and extended response questions.

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.

In 2013-14, the difference in performance between Black and Hispanic students and students who are not Black or Hispanic was narrowed by 9% from 2012-2013. However, Black and Hispanic students were still significantly outperformed by students who are not Black or Hispanic in their ability to demonstrate proficiency in the Common Core Learning Standards Mathematical Practices as measured by the 2014 New York State Common Core Mathematics Exam. Specifically:

- Black and Hispanic students averaged 10.52 points out of a possible 24 (40.4%)
- Students who are not Black or Hispanic averaged 15.29 points out of 24 (63.7%)

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 for all faculty (classroom and specialty teachers):
 - a. Mathematics content-focused coaching
 - b. Mathematics content-specific workshops
 - c. Common Core Learning Standards – Mathematical Practices
 - d. Common Core Learning Standards – Speaking and Listening Standards
 - e. Charlotte Danielson's Framework for Teaching: Teacher Effectiveness Rubric 3C – Engaging Students in Learning
2. Extended Day Program
 - a. Students will receive additional instruction on the Common Core Learning Standards Mathematical Practices and engage in mathematics problem solving where they must defend their reasoning and logic to others in writing.
3. Saturday Academy
 - a. Saturday Academy will be offered to provide students with simulated test experiences to help them transfer their abilities to engage in the Common Core Learning Standards Mathematical Practices and problem solving where they must defend their reasoning to others in writing.

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

1. Classroom teachers, Math Coach, Metamorphosis Teaching and Learning
2. Teacher per session, as per collective bargaining agreement
3. Teacher per session, as per collective bargaining agreement

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

1. Mid-year comparison of populations on end of unit assessments (February-March) to determine if changes are necessary
2. June report card comparison
3. 2015 Common Core Learning Standards Mathematics Exam Item Analysis (available September 2015)

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

1. Professional Development
 - a. September 2, 2014 – June 26, 2015
 - b. During professional development days, common planning periods, teacher team meetings, after school professional development sessions and attendance at off-site professional development classes/seminars
2. Extended Day Program
 - a. January 8, 2015 – April 23, 2015

- b. Every Wednesday and Thursday 2:45pm – 4:00pm
- 3. Saturday Academy
 - a. March 21, 2014 , March 28, 2015, April 18, 2015
 - b. 9:00am – 12:00pm

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

1. Professional Development will be provided to teachers on the following topics: understanding the Common Core Learning Standards Mathematical Practices and Mathematical Content; using performance assessments to monitor student progress and differentiate mathematics instruction; Charlotte Danielson’s Framework for Teaching: Teacher Effectiveness Rubric (3B-Using Questioning and Discussion Techniques 3D-Using Assessment in Instruction); The Investigations Curriculum and Contexts for Learning materials will be used as resources.
2. Targeted small-group mathematics instruction will be provided to fifth graders, specifically focusing on the Common Core Learning Standards Mathematical Practices and Mathematical Content, in addition to targeted preparation for New York State standardized tests. The Investigations Curriculum and Contexts for Learning materials will be used as resources as well as past New York State exams.
3. Targeted small-group mathematics instruction will be provided to fifth graders, specifically focusing on the Common Core Learning Standards Mathematical Practices and Mathematical Content, in addition to targeted preparation for New York State standardized tests. The Investigations Curriculum and Contexts for Learning materials will be used as resources as well as past New York State exams.

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).

- Families as Math Buddies
- Mathematics workshops for families
- Class Newsletters

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	X	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. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Reading Intervention Reading Recovery Reading Rescue	Small Group 1:1	During school day Extended Day Saturday Academy
Mathematics	Math Intervention During school day	Small Group (Pull Out & Push In) 1:1	Extended Day Saturday Academy
Science	Science Intervention	Small Group	During School Day
Social Studies	Social Studies Intervention	Small Group	During School Day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling – social skills, stress reduction Open Airways Asthma program HOPS obesity prevention program	Small group 1:1 Small Group	During School Day

Title I Information Page (TIP)

For Schools Receiving Title I Funding

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

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).

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 ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

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.).

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.

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).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy (PIP)

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, PS 116, 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 those 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, members of the school's Parent Association (or Parent-Teacher Association), as well as those of the School Leadership Team, were consulted on the proposed

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers..
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;

- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

SCHOOL-PARENT COMPACT

In compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, our school 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 with 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.



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<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: P.S. 116 Mary Lindley Murray	DBN: 02M116
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 46
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

Part B: Direct Instruction Supplemental Program Information

Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 2
of content area teachers: 2

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:

Our standardized assessment results, including NYSESLAT, indicate that upper grade students have been lagging in developing proficiency in reading and writing. Our most successful students, academically, have traditionally been those who enter our school in grades K-2. Students entering P.S. 116 after second grade, particularly those requiring additional supports such as our ELLs, and former ELL's are thus at a disadvantage. As part of an effort to remedy this, an after-school literacy program, as well as a Saturday Academy will be provided for ELL's and former ELL's in grades 4-5 who face high stakes NYS assessments in April and May. Funds will be dedicated to per session for 2 content area teachers who will work collaboratively with 2 licensed ESL teachers, Anne McGuire and Soyoungh Ahn. For the Extended Day program, students will meet in small grade level cohorts two times a week for 10 weeks prior to the literacy and math assessments. For our Saturday Academy, students will meet in small grade level cohorts for the 4 Saturdays prior to the NYS CCLS exams. All of our upper grade ELLs and former ELL's will be invited and expected to participate.

Additionally, subscriptions to Scholastic, an after-school/at home streaming digital learning environment, will be provided to all ELL's and former ELL's and their activities and assignments will be monitored and supervised by our licensed ESL teacher.

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: .

Anne McGuire, the school's ESL teacher will give 3, one hour professional development training sessions during the Monday Professional Development Block, as outlined by the UFT Collective Bargaining Agreement, to other staff responsible for delivery of instruction and services to ELLs (39 teachers and 6 paraprofessionals). Tentative dates for these sessions are December 8, January 26 and March 9. The topics covered will be: creating an inviting classroom atmosphere that is conducive to ELLs; designing

Part C: Professional Development

lessons and units to include various modalities of learning (visual, auditory, kinesthetic, and tactile) to specifically engage ELLs; utilizing oral language activities to build fluency and confidence in ELLs; using graphic organizers and other differentiated instruction tools to guide ELLs in classroom learning; introducing academic language to ELLs, starting in kindergarten and advancing through fifth grade; strengthening content vocabulary skills for ELLs to assist them in their science, math, social studies, art, music, physical education classes.

Part D: Parental Engagement Activities

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

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

Begin description here:

We will have an introductory, 45-minute meeting/breakfast on January 6, to present our Extended Day program to the parents given by our ESL teacher, Anne McGuire accompanied by the content teachers and our licensed ESI teacher, Soyoung Ahn, who will be teaching, and explain how it can offer their students the opportunity to strengthen their language skills. We will also offer strategies for parents to engage their children in active reading and wonderings while at home or traveling to everyday locations with their family. Additionally, families will be introduced to Scholastic On-line and their subscription and log-in information will be shared. At the conclusion of this year's program, we will invite parents to a final pot-luck dinner celebration on the evening of April 16, hosted by the same staff, where students will showcase what they have learned. Their work will be displayed and shared, with each student having the opportunity to present the work they are most proud of to the audience. Students will have the opportunity to use a microphone and the use of digital media to make their presentations. The students, parents/guardians, and teachers will celebrate the fine efforts and progress that each student has made. The event will be a 2 hour celebration.

Part E: Budget

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

Allocation Amount: \$11,200.

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 	\$6720.	4 Saturday Academy sessions 10 week (2x per week) Extended Day sessions. Includes planning/ collaboration time with licensed ESL

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11,200.

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">Per diem		teacher.
Purchased services <ul style="list-style-type: none">High quality staff and curriculum development contracts.	\$1,120.	3 professional development sessions with highly qualified ESL instructor.
Supplies and materials <ul style="list-style-type: none">Must be supplemental.Additional curricula, instructional materials.Must be clearly listed.	\$2,240.	-Benchmark "Readers Theatre" to engage ELL students in close reading, connecting written to spoken language, character inference and comprehension. Scholastic subscriptions for all upper grade ELL/former ELL students w/ online streaming.
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	\$1,120	Parent engagement supplies: Breakfast, pot-luck dinner
TOTAL	\$11,200	_____

**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 02	Borough Manhattan	School Number 116
School Name P.S. 116 The Mary Lindley Murray 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 Jane Hsu	Assistant Principal Gary Shevell
Coach Kelly Holt - Literacy Coach	Coach Naomi Berkowitz - Math Coach
ESL Teacher Anne McGuire	Guidance Counselor Melody Pierre
Teacher/Subject Area Soyoung Ahn - 4th Grade	Parent N/A
Teacher/Subject Area Andrea LaRocca - Intervention	Parent Coordinator Vicky Ritter
Related Service Provider Razel Lefkowitz - SETTS	Other N/A
Network Leader(Only if working with the LAP team) Dan Feigelson	Other N/A

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.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
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	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	724	Total number of ELLs	66	ELLs as share of total student population (%)	9.12%
--	------------	----------------------	-----------	---	--------------

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 <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Pull-out	2	1	1	1	1	1								7
SELECT ONE														0
Total	2	1	1	1	1	1	0	7						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	66	Newcomers (ELLs receiving service 0-3 years)	62	ELL Students with Disabilities	13
SIFE	0	ELLs receiving service 4-6 years	3	Long-Term (completed 6+ years)	1

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

	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
Dual Language										0
ESL	62			3			1			66

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	62	0	0	3	0	0	1	0	0	66
Number of ELLs who have an alternate placement paraprofessional: _____										

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	1	2	2	2	1								11
Chinese	1	2	2	1	3	0								9
Russian	2	0	1	0	0	0								3
Bengali	0	0	0	1	0	0								1
Urdu	0	0	0	0	0	0								0
Arabic	1	2	1	0	2	1								7
Haitian	0	0	0	0	0	0								0
French	0	0	0	1	0	0								1
Korean	0	1	1	0	0	0								2
Punjabi	0	0	0	0	0	0								0
Polish	0	0	0	0	0	1								1
Albanian	2	0	2	0	0	0								4
Other	5	8	3	6	2	3								27
TOTAL	14	14	12	11	9	6	0	66						

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)	10	8	3	3	3	3								30
Intermediate(I)	1	4	3	1	4	0								13
Advanced (A)	3	2	6	7	2	3								23
Total	14	14	12	11	9	6	0	66						

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	4	2	0	0	6
4	2	0	1	0	3
5	0	0	0	0	0
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	1	0	3	0	1	1	0	1	7
4	1	0	2	0	0	0	0	2	5
5	0	0	0	0	0	0	0	0	0
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			2		1	1		2	6
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.
 - P.S. 116 uses a variety of tools to assess the early skills of ELL's including Fountas and Pinnell and TCRWP assessment. These assessments indicate that the students show a weakness in vocabulary. We match students to reading level books based on these assessments. The data from these assesments generally are in line with NYSESLAT results in that our ELLs are stronger speakers and

listeners than they are readers and writers. Data further reveals that our ELL's struggle with the cognitive academic language proficiency and the subtle nuances embedded in the English language that native speakers do not. As a result, the school is focusing more on scaffolding language acquisition strategies into our word study program

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

A review of the reported NYSESLAT 2013 scores of 52 students, (not including the students who have graduated and gone on to the sixth grade and those who have been discharged), reveals that nine students (17.3 %) received a Proficient score, thereby testing out of the ESL program. For the next two years, we will provide testing modifications and other transitional support for these students as we work closely with the classroom teachers to monitor their progress. Of the remaining 43 students who took the NYSESLAT and continue receiving ESL services at PS116, we have the following findings:

Of the first graders who took the NYSESLAT last spring, test results show that 5 tested Beginner, 4 Intermediate and 1 Advanced. For the current second graders who took the NYSESLAT, 1 tested Beginner, 3 tested Intermediate, 6 tested Advanced. For the current third graders who took the NYSESLAT, 1 tested Beginner, 1 Intermediate, 5 Advanced. For the current fourth graders, test results show 3 Beginners, 3 Intermediate and 2 Advanced. For the current fifth graders, who took the NYSESLAT, 3 tested Beginner and 3 Advanced. Looking across grade levels, we see that 13 ELLs (30%) scoring at Beginner level, 11 ELLs (26%) at Intermediate level, with the highest number of ELLs – 19 – (44%) scoring at Advanced level.

Looking at the 20 students who took both the LABR and the NYSESLAT exams, we find that 8 students remained on the Beginner level, four students moved from Beginner to Intermediate, two students moved from Beginner to Advanced, and one student moved from Beginner to Proficient. Additionally, 1 student dropped back from Advanced to Intermediate on LABR to Beginner level on NYSESLAT, 2 students dropped back from Advanced level on LABR to Beginner on NYSESLAT. At the same time, 2 students remained on the Advanced level.

Both LABR and NYSESLAT data indicate movement from one level to the next, with proficient scoring across all levels. For those students who remain at the same level or even fall back a level, more targeted instruction will be provided to support them in further developing their English language acquisition.

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 [AMAQ tool](#))

Since our school is not able to capture information regarding modalities in speaking and listening and reading and writing since that information is not yet available, we cannot give complete AMAQ findings. However, we duly note that the majority of our students are moving from one proficiency level to the next, with 11 students achieving a Proficient score.

4. For each program, answer the following:

- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

Looking at the data from the English Language Arts exam, we can see that the majority of our ELLs scored at Level 1 on the ELA, 2 received a Level 2 and one got a Level 3. There were no Level 4s.

On the State Math exam, the majority of our ELLs scored a Level 2. There were 2 students who scored a Level 1 and two students who scored a Level 3, one of whom took the exam with native language translation. Additionally, there were three students who scored a Level 4, all of whom also took the exam with native language translation. It is noted that those students who took the Math exam with native language translation scored higher than students who took the exam in English.

On the State Science exam, two students scored a Level 2, two students scored a Level 3, one of whom took the exam with native language translation, and two students scored a Level 4, both of whom took the exam with native language translation.

This data illustrates that reading and writing are areas for continued growth with our ELLs.

- Periodic Assessments n/a
- Periodic Assessments n/a

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](#).)

Our school utilizes RTI in order to minimize referral while meeting the needs of our students. For students within the RTI framework, our

school has a specialized team of professionals who discuss and brainstorm all avenues to support ELL students who may be struggling academically as well as exhibiting emotional and/or behavioral issues.

The data for each child is studied. This would include the child's LABR result and any exams such as NYSESLAT, ELA or the Math and Science exams, if the child was tested in these exams. The child's attendance record is also examined as well as any health records that might be pertinent. Additionally, the team examines data in the form of classroom work in reading responses, representational drawing, writing projects and math work provided by the classroom teacher and exhibits of work given by specialty teachers who see the child, and also the ESL teacher.

Our team then creates an individually tailored plan for each student. This may include more reading support through use of a reading buddy and also by using Power Lunch, small pull-out math groups, 37 and a half group instruction to zone in on reading, writing and math stumbling blocks, and individual and/or group counseling where needed. The school also reaches out to parents in order to collaborate and agree on ways to support their child not only in school but at home.

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

The ESL teacher meets and collaborates with the classroom teachers on how to use visuals and videos to support content learning and how to pre-teach vocabulary, along with picture support, in order for the ESL child to have a firmer grasp on the vocabulary used during a classroom lesson and how to include small group instruction targeting language development. The ESL teacher explains ways to add language teaching points to all lessons for the benefit of the entire class but also for the English language learner, and ways are discussed and found to match the content level of subject with reading level.

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.).

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

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of 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](#).)
During registration, our ESL certified teacher, Anne McGuire is responsible for conducting the initial screening. Staff members in the school speak French, Chinese, Korean, Spanish, German; they provide translation when needed. In addition, other translators are acquired as necessary. The ESL teacher conducts informal interviews with parents and students to ensure that HLISs, available in multiple languages, are completed accurately and to determine whether the student received formal education and, if so, for how long. The HLIS are given to parents of students entering the DOE system for the first time in their native language when available. Oral translations are available based on needs. LAB-R eligibilities are determined by the results of the HLIS. If a student is entitled for LAB-R testing, the ESL teacher administers the assessment within 10 days. For students who do not meet the cut score, and if their home language is Spanish, they are given the Spanish LAB. Students who meet the LAB-R cut scores are not entitled for services and they receive Non-Entitlement Letters.
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.

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

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

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

Once NYSESLAT results are available for analysis, the ESL teacher sits down with the school's data specialist and principal to review the various metrics being reported and their potential relevance to the school's instructional program.

3. 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 [\[see tool kit\]](#).)

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

4. 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.
Based on a child's results on the LAB-R, students are placed in the appropriate ESL program to their performance level. All families are provided with a personalized copy of Department of Education's ELL placement letter. If the HLIS indicates that the family requires a translated copy of the letter, it is provided. Ms. McGuire, our TESOL certified pedagogue, as well as our Parent Coordinator Vicky Ritter are available to consult with families regarding their choice of ESL program.
5. 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.

The ESL teacher refers to the RLAT report to determine all students who will take the NYSESLAT each year. Memos are sent out to teachers and parents notifying them of the upcoming dates of the NYSESLAT exams. The ESL teacher also invites parents and teachers to an ESL Parent Breakfast where the ESL teacher explains how the testing is composed of all four modalities and the necessity for students to take each part of the exam. The ESL teacher sends out a schedule of the dates and times of each exam, along with the dates of make-ups. The ESL teacher keeps a checklist of the different parts of the exam and when each child took each part. For children who missed any part or parts of the exam, make-ups are provided within the NYSESLAT time framework.

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. 
Based on the parent choice trends on the Parent Survey, the school's language program is in alignment with parent choice and program offerings. P.S. 116 offers a question session during the Parent Orientation where parents have the opportunity to ask questions about each of the programs and options that are available to them and their children. The parents are then asked to complete their program choice selections. Most families choose a freestanding ESL program for their children. When parents opt for

a Transitional Bilingual Education Program or Dual Language Program as their first choice, we explain that our ELL population speaks 17 different languages and, as such, cannot accommodate this choice because there are not enough students in a particular grade and/or particular language to offer such a program. In such cases, we do assist families in researching and locating a school within the district that can accommodate this request. In the future, if there are an adequate number of students in a single language and grade whose parents desire a transitional bilingual education program or dual language program, P.S. 116 will apply to the New York City Department of Education to create the appropriate program at the school in order to accommodate parents' choices and students' needs.

Part 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) We offer one program, freestanding ESL, following the pull-out model, which provides research based ESL strategies and methodologies to meet the needs of our ELLs. The ESL teacher collaborates with classroom teachers to build upon classroom instruction and modify any instruction and assignments, thereby scaffolding classroom work. For students who benefit from native language support, native language dictionaries and glossaries and books in the native language, if they exist, are available. This empowers students by making classroom work more manageable and comprehensible. The ESL teacher aligns instruction with the classroom teachers' curriculum and units of study. The ESL teacher teaches reading and writing through the balanced literacy approach with small group instruction to target language development, content area knowledge and strategies, along with extensive use of visuals and also provides native language dictionaries and glossaries on hand for additional support.
 - b) Our ELLs are grouped heterogeneously as well as homogeneously according to their proficiency levels, and they are provided with support based on their classroom curriculum.
2. 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)?

Beginner and Intermediate students receive 360 minutes of ESL instruction per week. Advanced students receive 180 minutes of the ELA instruction in the classroom and 180 minutes of ESL instruction per week with the ESL teacher. At the beginning of the year classroom teachers receive information sessions about ELLs and proficiency levels. At these sessions, it is explained how the NYSESLAT data shows the needs of our students in the four modalities, with particular need in reading and writing strategies. All of our students participate in our freestanding, self-contained ESL classes which are taught by a full-time certified ESL teacher. Students are grouped by proficiency levels as well as grade levels. ELLs are presented with differentiated instruction and targeted small group instruction during the school day. During these sessions, ELLs are provided with experiences designed specifically to help develop their reading, writing, listening and speaking skills. Various activities will be implemented to guide students in reading. These activities include but are not limited to, shared reading, guided reading, the use of language cards, books on tape, poetry, theme packs, access to picture and foreign language dictionaries, graphic organizers, use of puppets to reenact various texts. Shared writing and interactive writing activities are used to provide scaffolds and strong models for acquiring grade appropriate vocabulary and grammar. Throughout these experiences, ELLs participate in cooperative learning groups where optimal scaffolding is provided.

3. 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.

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

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Our school looks at the students' writings in their own languages. Our school maintains an inventory of teachers who speak other languages. We ask those teachers to translate and evaluate the students' writing in their own language and to interview them in the native language. For Spanish speaking students, we provide the Spanish LABR. The information gathered helps us to plan appropriate instruction.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
The ESL teacher targets all four modalities of English acquisition. The ESL teacher throughout the year uses oral speaking activities such as songs, chants, poetry, reading aloud in pairs or in groups using microphones to assess how well a child's oral language and speaking ability is developing. Additionally, class discussion is an integral part of the ESL class. Here, each child is encouraged to speak to the group and to listen to comments and questions from classmates and then respond to what was said. Through this process, the ESL teacher is able to assess each child's speaking and listening abilities, and each child as well can assess whether their speaking and listening is growing.

Students are also provided with computerized reading, oral speaking, and listening activities where the child listens to a story, then reads the story, uses his/her voice to record the story, and finally reads and listens to a series of questions that assess their listening abilities and their depth of comprehension.

In the areas of reading and writing, the ESL teacher uses Read alouds, shared reading and choral reading, as well as computerized reading, and uses an assessment checklist for each student in the group. This assessment checklist is also used for interactive writing, shared writing and individualized writing activities.

Rubrics are used in order for students to have a better idea of the levels of expectations and where they fit, and then how they can move ahead. The teacher explains the rubrics carefully, and the child can go back and examine these rubrics to assess what areas they need to work on.

In each modality, the ESL teacher assesses the students by utilizing assessment checklists and rubrics.

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

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

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

d) Students are provided with interventions such as small group instruction with a focus on reading and writing. The ESL teacher works collaboratively with the classroom teacher to provide push-in support.

e) Former ELLs receive testing modifications as determined as necessary with collaboration between the classroom teacher, the ESL teacher, the testing coordinator and the family.

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?

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

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?

The ESL teacher communicates with the classroom teachers and other service providers to strategize plans and scheduling that are carefully aligned to meet the diverse needs of the students.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

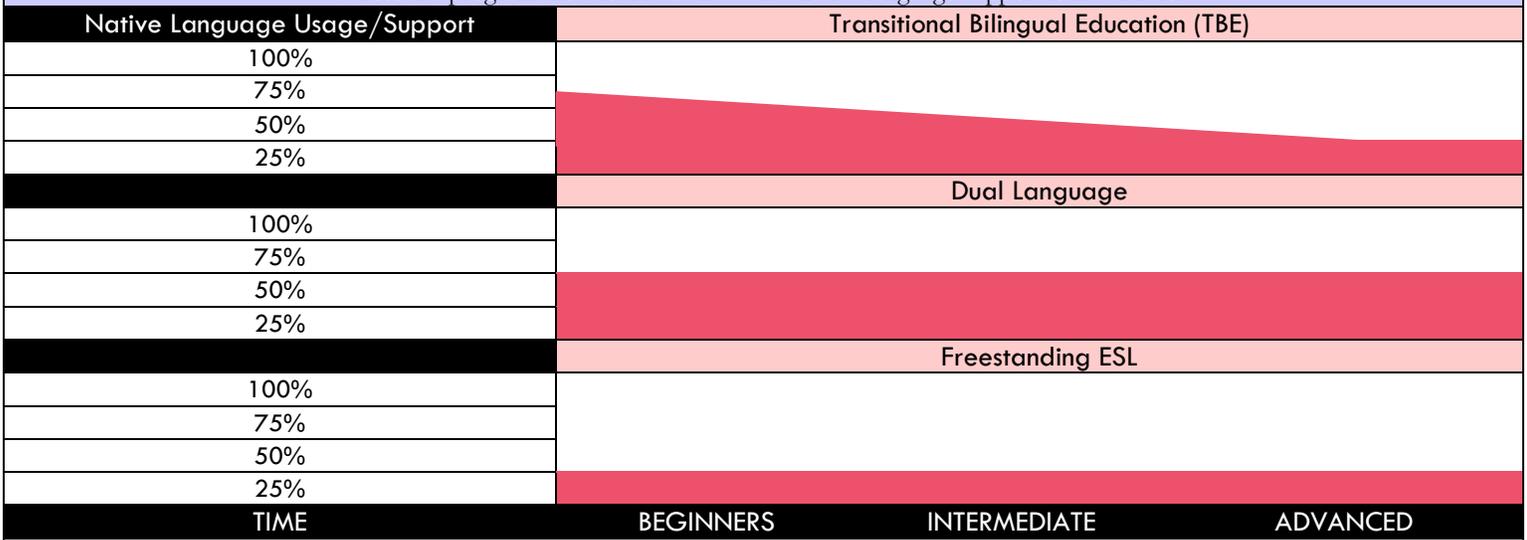
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

All of our ELLs will be presented with differentiated intervention services during the school day, through guided reading, targeted small group instruction led by our reading specialists, content areas (i.e. mathematics, social studies, science) small group instruction and the extended time sessions. We have students who are in full-time special education classrooms as well as those who receive resource room support. Their needs will continue to be addressed using ESL methodologies aligned with the goals stated in their IEP's. These goals are supported with programs such as Wilson, Foundations, Recipe for Reading, Mathematics in the City and Razkids.

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

In studying the NYSESLAT test results we can see that out of the 58 students who took NYSESLAT in Spring 2013 (excluding those who have graduated and those who have been discharged from our school), there were eleven students who scored Proficient in NYSESLAT and tested out of the program. Of those eleven students, one is now a first grader, five are now second graders, two are now third graders, one is now a fourth grader and one is now a fifth grader.

Of those students tested who remain in the ESL program, (excluding those who had not taken NYSESLAT in 2012) 2 students moved from Beginner level to Intermediate, 2 students moved from Beginner level to Advanced, 6 students moved from Intermediate level to Advanced. There were 2 students who remained at Beginner level, 3 students who remained at Intermediate level and 6 students who remained at Advanced level.

Since our school is not able to capture information regarding modalities in speaking and listening and reading and writing since that information is not yet available, we cannot give complete AMAO findings. However, we take note that many of our ELL students have made progress, with eleven of them scoring proficient. Our focus now is to look at our remaining ELL population, particularly those who remain at the same proficiency level, and the ways to support them and move them further, and we will study how we can do more push-in in order to align the content work with the language development of our ELLs.

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

Based on NYSESLAT results and TC running records, we have discovered that the students' areas of need are in reading comprehension and vocabulary development. To support students in these areas, we are planning to and/or have already implemented computer programs such as Razkids, Achieve 3000, Imagine Learning and Award Reading for students at all proficiency levels in order to boost language development and comprehension levels.

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

No previously set in place programs aimed at servicing ELLs will be discontinued for the current school year.

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

P.S. 116's LEP students are provided the same support services as all other P.S. 116 students, as necessary, including: counseling, occupational therapy, speech therapy, and physical therapy. These services are provided in English. In addition, P.S. 116 provides the following additional support services for students, which ELL's are invited to participate:

Extended Day Literacy — a 1-hour extra literacy block for students that have been identified as requiring extra support

Extended Day Math — a 1-hour extra math block for students that have been identified as requiring extra support

Saturday Test Prep Academy — A Saturday program designed to provide test taking strategies for New York State Standardized exams.

NY ChessKids - Curriculum chess offered in the classroom

KidsClub - A myriad of after school activities/clubs including Music, Dance, cooking, yoga, arts & crafts, photography, sculpture, robotics, knitting, dance, sports, Mandarin, French, science, puppetry...

Turtle Bay Music Program - An after school music program in which students utilize the Suzuki method for learning string instruments.

All of these services/programs are provided in English and all of our ELLs are invited and encouraged to participate in these programs.

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

All ELL's are afforded the opportunity to participate in a semester of instruction on the use of technology in the school's computer lab. In addition, all classrooms are equipped with either overhead projectors and/or document cameras. ELLs have access to

leveled libraries based on Fountas and Pinnell reading levels and participate in a weekly reading buddy program. Books and dictionaries in different languages are provided when needed and realia, functional documents, photographs, visuals, project work, and hands-on manipulatives are all utilized for enrichment of lessons. Classroom teachers have listening centers designated for ELLs, with read along tapes to provide additional support in reading fluency. Laptops are available to all ELL students in the ESL classroom as well in the general education classroom for grades 3-5. Computer software programs and small group guided reading target the specific comprehension areas where our ELLs need support. Content area instructional materials are provided to ELLs according to their grade levels, but matching their reading levels. Materials can be presented through multiple mediums such as technology, magazines, books on tape, and newspaper.

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

The ESL teacher and the classroom teachers provide extensive visual materials to support their ELLs, and resources in the native language are available to support students' needs. Resources are available for the students to borrow. Families and ELL students are encouraged to speak in their native languages at home, and the cultures from which our ELL student come from are celebrated in school. We incorporate/enrich lessons with materials that tap into students' home languages and cultures, thus bridging the gap between school and home and possible language barriers in order to motivate students. Staff members who speak the same language as a newcomer participate in orientation sessions to acclimate the student to the school environment.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

The ESL teacher is teaching content material that is specific to the grade of the student, aligning the content of the grade level with the student's current language proficiency.

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.

We provide newly enrolled ELLs and their families the opportunity to meet school administration and to tour the school with our parent coordinator Vicky Ritter. During the tour, Ms. Ritter introduces them to the activities they can have access to our school, including after school/enrichment programs.

18. What language electives are offered to ELLs?

We do not offer language electives at this time.

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.

Our ESL teacher, Anne McGuire will attend professional development sessions offered by our CFN Network as well as select Teachers College Reading and Writing Program calendar days that specifically address the needs of ELL's. In addition, Ms. McGuire will participate in school based professional study groups and will join select collaborative inquiry teams that look to address the specific needs of English Language Learners. Ms. McGuire will provide staff and teachers with workshops and study groups focusing on ESL strategies and methodologies to ensure that they receive at least 7.5 hours of professional development and our special education teachers receive 10 hours. Teachers also attend ESL workshops hosted by TC. In addition, all classroom teachers will participate in professional development throughout the year offered by our CFN Network, Teachers College Reading and Writing program, ICT consultant Kristin Goldmonsour and Mathematics in the City. Our "Middle School Liaison" Anne Sammartine works directly with the classroom teachers, ELL's and their families with the transition process from elementary school to middle school. We support ELLs and their families with the middle school choice process by providing them with information and advice on schools and programs based on the individual needs of each child, and sharing middle school expectations so that students and families know what is expected as they enter middle school. We also assist them with the application process. Our ESL teacher will meet regularly and communicate with the classroom teachers on how to integrate instructional strategies to address the needs of the ELL population; specifically for our newcomers, long-term ELL's, and students who have reached proficiency with a focus on supporting students to achieve the standards as set out in the New York State Common Core Learning Standards. These professional development meetings will take place during grade level common preparation periods (the 3rd week of every month) as well as after school hours (January, February and March). Topics for these meetings and sessions will include the development of academic language in the content areas, the role of fluency in comprehension, and activating prior knowledge to support the development of language in the content areas. In addition, our ESL teacher will work closely with both the classroom teachers and SETSS teacher to address the needs of our ELL/Special Education students. Attendance sheets, agendas and certificates (if awarded) are kept on file in the Main Office and in individual teacher files.

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?
 1. There are many ways in which P.S. 116 involves the parent community, including the families of ELL's. In September, all families are invited to attend their child's classroom Curriculum Night. Flyers are sent out in English and languages other than English. During this evening, families are provided with guidance on how to support their child's schoolwork. It also provides an opportunity to explain our approach to teaching literacy and mathematics. Translators and handouts are available in languages other than English; our staff members provide oral and written translations. In addition, all school flyers are available on our school's webpage which can be translated into over 50 languages. For languages that we cannot provide in-house, we contact the translation unit. Families are also given a copy of our school's standard's based report card. As we continually refine this reporting system, we become clearer about the expectations we can have for each grade. By having regular conversations with our staff about specific goals for each grade, teachers are better able to explain to families the expectations we hold for their children. This is the eleventh year our school is providing our "Parents as Reading & Math Buddies" program, which takes place every first and third Friday of the month during first period. During this time, parents are encouraged to join their child's class for a period of reading and math. Depending on the grade, teacher, and the parents' own comfort levels, they can participate in a variety of ways. They may read to a small group of children or students may read to them. Parents may play a math game with children, or may collaborate with them to solve a problem. No matter how they participate, parents leave with a better understanding of how to help their children at home.
 2. The following partnerships with Community Based organizations exist to provide workshops to the families of our ELL students on topics such as health and nutrition, bullying, helping children to become better listeners, organization skills and puberty:
 - The Morningside Center for Social Responsibility
 - The NYU Child Study Center
 - The NYU Food Studies Program
 3. The school looks carefully at the results of the NYCDOE's Learning Environment Survey, which are distributed in the native language, to help evaluate the needs of families. Flyers are sent home in native languages. In addition, the Parent Teachers Association is sensitive to the needs of our ELL parents and continually strives to meet the needs of ELL families, providing translation in the native language as needed. In addition, the PTA and School Leadership Team provide regular feedback to the school's administration on ways to better meet the needs of all families, including those of ELLs.
 4. Results from the NYCDOE's Learning Environment Survey indicate that families would like more communication from the school with regard to curriculum and policy. As a result, the school continually looks for ways to better inform families. Members of the PTA are actively involved in greeting parents at the door at arrival and dismissal along with the parent coordinator and administration. Family nights, curriculum specific workshops for families, multi-cultural celebrations are all ways in which the school and the PTA is addressing the needs of all parents, including those of our ELLs.

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 Mary Lindley Murray School

School DBN: 02M116

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jane Hsu	Principal		1/1/01
Gary Shevell	Assistant Principal		1/1/01
Vicky Ritter	Parent Coordinator		1/1/01
Anne McGuire	ESL Teacher		1/1/01
N/A	Parent		1/1/01
Soyoung Ahn/5 th Grade	Teacher/Subject Area		1/1/01
Andrea LaRocca/Intervention	Teacher/Subject Area		1/1/01
Kelly Holt	Coach		1/1/01
Naomi Berkowitz	Coach		1/1/01
Melody Pierre	Guidance Counselor		1/1/01
Dan Feigelson	Network Leader		1/1/01
Razel Lefkowitz/SETTS	Other _____		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: 02M116 School Name: The Mary Lindley Murray School

Cluster: 2 Network: 203

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

Part A: Needs Assessment Findings

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

Our needs assessment is based on a thorough review of the Home Language Surveys. Families who indicate that their preferred method of communication is other than English are provided translation.

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.

Our needs assessment indicates that the vast majority of interpretation services needed are for Spanish-speaking families. All school-wide correspondence is provided to families in a timely basis via our school's website, which can be translated into 24 languages. Written or oral correspondence specific to individual students or classes is translated into Spanish by our Parent Coordinator or other Spanish speaking members of our staff.

Part B: Strategies and Activities

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

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

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

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

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

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