

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

School Name: THE WILLIAM C. HUGHLEY SCHOOL

DBN (i.e. 01M001): 29Q116

Principal: DEBRA FARROW

Principal Email: DFARROW@SCHOOLS.NYC.GOV

Superintendent: LENON MURRAY

Network Leader: DR. JOYNER-WELLS

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Debra Farrow	*Principal or Designee	
Nichole Simmon	*UFT Chapter Leader or Designee	
Cindy Sparkes	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Nathaniel Henderson	Member/ Parent	
Floresa Rice	Member/ Parent	
Diane Ramtahal	Member/Parent	
Georgette Johnson	Member/ Parent	
Marisol Minueza	Member/ Paraprofessional	
Leah Cromer	Member/ Teacher	
Joan Duvernay	Member/ Teacher	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

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

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2015, students in grades 3-8 will make a 3% increase measured by the New York State ELA and Math Common Core assessment.

Comprehensive Needs Assessment

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

, According to the 2013-2014 New York State ELA Performance results, only 13.0% of our students in grades 3 through 8 are meeting grade level standards. The 2013-2014 New York State Mathematics Performance results also indicated that only 13.8% of students in grades 3 through 8 are meeting grade level standards. Our analysis of the 2013-14 NYS Common Core Assessments is that there was a .9% decrease in the percentage of students achieving levels 3 and 4 in ELA. There also was a 4.4% increase in the percentage of students achieving levels 3 and 4 in Mathematics.

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 Learning: Professional learning sessions will be provided to our teachers in order to enhance pedagogy thereby strengthening student achievement. Ongoing Professional Learning will also be provided to introduce new research-based techniques, support student needs, and strengthen best practices. ESL Teachers, SETTS providers, Consultants and Coach will provide Professional Development for staff in utilizing differentiated strategies. Technology-based activities and the use of Promethean boards will be embedded in the literacy and math curriculum.
2. Curriculum and Instruction: Teachers will implement an array of best practices within the classroom. Teachers will use differentiated instructional strategies as well as Universal Design for Learning to address the varying needs and learning styles of their students. Teachers will implement the Depth of Knowledge (DOK) in creating rigorous tasks and designing higher order thinking questions. In addition, rubrics aligned to the common core standards will be used to assist the students with self-evaluating the learning outcomes. Teachers will align their Learning Outcomes based on the Common Core Learning Standards. Teachers will implement the CCLS performance tasks from Ready Gen and Code X, Go Math, and CMP3 from Kindergarten through 8th grade.. ESL teachers will provide additional push-in and pull-out services for LEP students.. IEP and SETSS teachers will have daily "push-in" periods to provide strategies enabling them to better assist the students with disabilities.
3. Teacher Collaboration, Reflection, Professionalism: Teacher teams will meet regularly to plan and review the Ready Gen and Code X, Go Math, and CMP3 curriculum, research new instructional strategies to support learning and review student work. Daily common planning time will also provide teachers the opportunity to collaborate and carryout inter-class visitations. ESL teachers will plan collaboratively with classroom teachers. IEP and SETTSS teachers will plan collaboratively with homeroom teachers on a consistent basis and advise on meeting student's structural and organizational needs in the classroom
4. Additional academic support: Students in grade six through eight are provided additional support through the Middle School Quality Initiative (MSQI) Through the use of the Avenues program and The On Our Way To English Program ESL teachers will provide several strategies and techniques to effectively reach the LEP students An afterschool technology based program (Imagine Learning) will be provided for ELL students by the ELL teachers. Workshops will be provided for parents of ELL students. ESL teachers will hold monthly articulation meetings with classroom teachers. School Implementation Team, meets bi-monthly to ensure that students are receiving the proper services. Special Education team meets bi-monthly to address IEP progress and needs. Network point persons for ELA, MATH, RTI and Special Education meet with Instructional Team Monthly.

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

1. Administrators, instructional coach, instructional team, teacher leaders, network administrators, ESL teachers, SETTS providers
2. Administrators, teachers, Instructional Coach, Instructional team, ESL teachers, SETTS providers, network administrators
3. Administrators, teachers, lead teachers, Instructional Coach, Instructional team, ESL teachers, SETTS providers
4. Administrators, teachers, Instructional Coach, Instructional team, MSQI, Sports and Arts Schools Foundation, ESL teachers, SETTS providers network administrators

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

1. Professional Learning feedback/reflection sheets, observations of teaching practices before and after professional learning sessions and teacher self-reflection.
2. Unit and classroom assessments, rubrics, Checking For Understanding classroom and building-wide assessments
3. The use of agendas and templates for meetings, inter-visitation feedback sheets
4. Extended day assessments will measure student progress. Item analysis will be generated from assessment data to identify trends and areas for improvement.

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

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

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

1. Professional learning sessions will be provided Monday's during the 90 minute block as well as time allotted on Tuesday during the professional responsibility period. Professional Learning calendar that will address the needs of staff and which address the on-going needs identified by the CIE.
2. Curriculum materials will be provided by the Department of Education and staff will have access to Professional Development activities throughout the year.
3. Administration will schedule time for teachers to provide peer-to-peer observations and feedback, upon teacher request. Teachers meet both formally and informally during self-directed time to discuss and apply new learnings from professional development.
4. Scheduling staff and offering resources to staff to support their instructional goals.

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).

Monthly workshops will be provided by our parent coordinator, instructional coach, network staff, and administrators to familiarize the parents with the new Common Core Learning Standards, changes in the assessment for the 2014-2015 school year, Ready Gen and Code X literacy curriculum. These workshops will include ways in which they can support their child instructionally at home.

Monthly parent workshops will be provided to address test prep skills, questioning, instructional technologies and curriculum. Parents will be given the opportunity to see test designs and test taking strategies will be shared in order to best assist their child. The school website will provide detailed information for parents about school testing

Weekly Parent Engagement time has been allotted to improve communication and increase parent involvement.

Budget and Resource Alignment

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

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

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 June 2015, all teachers at P.S. /I.S. 116 will engage in meaningful targeted professional learning opportunities in accordance with the CIE, and Danielson Framework for Teacher Effectiveness that will result in 95% of teachers obtaining an overall MOTP rating of Effective or Highly Effective as measured by the 4 point Danielson Teacher Effectiveness rubric.

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 Accordance with Race to the Top, a new Annual Professional Performance Review (APPR) was developed in order to evaluate teacher effectiveness. As this evaluation system is new, it is comprised of new metrics and rubrics for evaluating teacher practices. The Danielson Framework is the rubric that was adopted to measure teacher practices. As this is a new evaluation system, it is imperative that teachers receive the training and support they need in order to be successful in moving our students. After the basic introduction/overview to the new teacher evaluation system, it was evident that teachers required more professional development. Our 2013-2014 Overall MOTP + MOSL indicated that 93% of our teachers were Effective or Highly Effective teachers.

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. Teachers will receive professional learning that pertains to Teacher Effectiveness and the Danielson Framework. Professional development sessions will deeply delve into the 8 components of the Danielson Framework, with special attention to the three components that encompass Domain three-Instruction. Sessions will provide information, best practices and various strategies for teachers to utilize in the classroom. Professional learning sessions will focus on: questioning and discussion techniques, engaging students in learning, and using assessments in instruction.
2. Teachers will engage collaborative work through inter-visitations, team and grade meetings, etc. Professional development sessions will also be offered during the school day, at team, and grade meetings. There will be a monthly focus, which will guide the development of each professional development session.
3. Administrations will observe teachers based on their selected observation option, and provide meaning feedback to teachers. Feedback will be used to inform teachers of areas in which they need support. Once identified, teachers can take part in the numerous professional development opportunities that are available to them.

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

1. Administrators, teachers, Instructional Coach, teacher leaders, specialists, Network Administrators, PD committee
2. Administrators, teachers, Instructional Coach, teacher leaders, specialists
3. Administrators, teachers, Instructional Coach, teacher leaders, specialists

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

1. Formal and informal observations monthly, bi-monthly, and/or as necessary
2. Administration will schedule time for teachers to provide peer-to-peer observations and feedback, upon teacher request. Teachers meet both formally and informally during self-directed time to discuss and apply new learnings from professional development.
3. Formal and informal observations.

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

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

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

1. Meetings and workshops conducted at the school which promotes further understanding of rigorous teaching practices and Danielson Framework of Teaching in order to strengthen student achievement and understanding of content area.
2. Common planning periods will be used for teachers to discuss and assess the implementation of the strategies and practices During professional planning, grade meetings, and weekly teacher team meetings the teaching staff will analyze their use of the various strategies, and how it impacted student achievement.
3. Administrators will meet with teachers and staff to assess implementation and impact of strategies, best practices and resources provided.

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).

Monthly workshops will be provided by our parent coordinator, instructional coach, network staff, and administrators to familiarize parents with best practices, as identified within the Danielson Framework, that can be utilized at home with their children. This will allow parents to support their children at home and extend learning. These workshops will include: questions to ask your child at home that encourage deeper understanding, persevering through difficult tasks, teaching your child to self-reflect and assess, etc.

Budget and Resource Alignment

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

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

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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, student attendance will increase by 2% from 89.8% to 91.8%

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.

Analysis of our attendance data shows that our attendance rate decreased by 1.6%. Attendance continues to be a challenge for PS/IS 116. Our attendance data shows that there are students who are chronically late or absent. These students have been identified and are included in the attendance teacher and Guidance Counselor's attendance outreach efforts. A majority of these students are also performed in levels 1 and 2 on state tests. Research documents and our state assessment scores show the adverse effects chronic absences and lateness have on student achievement.

Instructional Strategies/Activities

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. The Attendance Team will meet and analyze attendance data monthly. Daily reports and monthly trends of student lateness and absences will be identified. The names of absent students will be posted daily, for possible corrections. In addition monthly/ daily announce will be made identifying grades, classes and students with perfect attendance, respectively.
2. Student incentive programs will be implemented to improve student attendance (NBA: Never Been Absent List). Bi- monthly celebrations and awards will be held for students with improved attendance percentages. Parents will receive a monthly calendar of activities.
3. Ongoing outreach and incentives will be provided to students with poor attendance. The Sports and Arts in Schools Foundation will provide an afterschool program where students are encouraged to improve their attendance. This program will enable our students to grow socially, physically, and academically along their developmental pathways. Bi- monthly celebrations and awards will be held for students with improved attendance percentages.

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

1. Administrators, teachers, Attendance Team , teachers and staff, Parent Coordinator
2. Administrators, teachers, Attendance Teacher, parents, Parent Coordinator, PTA
3. Administrators, Attendance Teachers, Sports and Arts Schools Foundation, Parent Coordinator, PTA

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

1. Students with chronic lateness and absences.
2. Students with chronic lateness and absences.
3. Students with chronic lateness and absences..

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

1. September 2013-June 2014:
2. Monthly acknowledgement of "Never Been Absent" Students, Monthly Calendar of Events
3. Daily Sports and Arts program

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

1. Monthly attendance team meetings. Attendance teachers will inform subject teachers of attendance of students
2. Parents will be notified of the Parent Association Meetings. Student attendance and success will be honored at Parent Association Meetings
3. 2. Sports and Arts Schools Foundation

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

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

Budget and Resource Alignment

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

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

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Goal and Action Plan #4

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

Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 By June 2015 parent engagement will increase by 10% as measured by school created surveys/questionnaires. We will continue to work with parents to increase parent participation and we will design more effective communication tools for parents to improve the level of parent participation

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.
 Our 2013-2014 School Learning Environment Survey indicates that only 53% of our parents participated and submitted responses. This response rate is very low when compared to the response rates of our students (85%) and teachers (98%). Also, our 2013-2014 Quality review report indicates that our school needs to enhance how we communicate of high expectations to staff, students and families so that the community works more collaboratively to meet school-wide goals. Engaging parents in our school will increase our productivity as a school.

Instructional Strategies/Activities

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

- 1. Strategies/activities that encompass the needs of identified subgroups**
 1. Professional Learning: provide needs-specific workshops and professional learning opportunities for parents that will help them support their children academically, socially, and emotionally. Professional learning sessions will take place during the school day, afterschool, and on weekends in multiple forums. Teachers also have class websites that keep parents informed of testing related information
 2. An action team comprised of administrators, staff, and parents established to create opportunities for family involvement and securing a stronger school-family partnership.
- 2. Key personnel and other resources used to implement each strategy/activity**
 1. Administrators, teachers, Parent Coordinator, Instructional Coach, PTA, parents
 2. Administrators, teachers, Parent Coordinator, Instructional Coach, PTA, specialists, staff, parents
- 3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
 4. Feedback from parents through survey results, workshop evaluations and parental turnout at school events and meetings.
 5. Feedback from parents through survey results, workshop evaluations and parental turnout at school events and meetings.
- 6. Timeline for implementation and completion including start and end dates**
 1. Ongoing September 2014 through June 2015
 2. Ongoing September 2014 through June 2015
- 7. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
 1. We will encourage on-going communication with parents through newsletters, monthly school calendar, and teacher conferencing. We will continue to present parent workshops monthly and at PTA meetings, informing parents and providing them with resources to support their children academically. Progress Reports and regular Parent/Teacher Conferences. Open House providing specific information, showcasing student work and achievements, and answering questions to help parents provide support at home
 2. An action team created to encourage family involvement and participation.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
 The William C. Hughley school will create an action team comprised of various stakeholders, including parents. The Parent Teacher Association and Parent Coordinator will be a integral part of the Action Team.

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

By June 2015 P.S./I.S. 116 will create a positive and safe learning environment where 100% of all students will take part in activities that promote social emotional competencies, character education, in order to create a positive school environment and increase student and staff awareness of Respect for All

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.

OORS data from the 2013-14. Based on the frequency of incidences that place within our school community, it is essential that we develop systems to minimize behavioral issues thereby creating safe learning environments for our students and staff members.

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. Promote consistent use of protocols for prevention, intervention, and teacher removals
2. Character Education Activities and other need-specific professional learning for both students and staff members
3. Wediko Children's services: School Based Services Program that offers clinical and program consultation to teachers and school administrators, direct clinical services to students and families, trainings, and workshops
4. Middle School Monthly Town hall meetings Student Council, Service Learning Activities I

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

1. Administrators, Dean, Teachers, Guidance Counselors, Network Administrators, School Based Support Team, Staff
2. Administrators, Dean, Teachers, Guidance Counselors, Network Administrators, School Based Support Team, Staff, Students
3. Administrators, Dean, Teachers, Guidance Counselors, Network Administrators, School Based Support Team, Staff, Wediko staff
4. Administrators, Dean, Teachers, Guidance Counselors, Network Administrators, School Based Support Team, Staff, Students

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

1. OORS Report Data, Feedback from teachers via survey, indicating if social climate of classroom community has improved
2. OORS Report Data, Feedback from teachers via survey, indicating if social climate of classroom community has improved
3. OORS Report Data, Feedback from teachers via survey, indicating if social climate of classroom community has improved
4. Feedback from students at monthly meetings

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

- 1 September 2014 through June 2015 and through professional development opportunities
- 2 Monthly character education activities and resources provided for students and teachers
- 3 Collaborations with outside organizations on an ongoing basis
- 4 Ongoing September 2014 through June 2015

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

1. Implement protocols that have been developed for reporting behavior, providing support, parent communication, the steps prerequisite to teacher removals and other interventions, up to and including superintendent's suspensions.
2. Utilize Book of the Month program to highlight character education program.
3. Wediko Children's services: School Based Services Program that offers clinical and program consultation to teachers and school administrators, direct clinical services to students and families, trainings, and workshops
4. Hold assemblies to promote a common understanding and consistent expectations. Include information in faculty conferences to promote a common understanding and consistent expectations. Provide teachers with information on Respect for All and bullying Foster clear expectations and common language within the school by having all expectations in classrooms and common areas.

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).

Newsletters and Progress Reports will be backpacked home

• Workshops will be provided

Meetings will be held in order to promote positive learning. (Workshops, Parent Teacher Conferences or one-to-one meetings)

The Parent Coordinator and a member of the administration will attend PA meetings.

Budget and Resource Alignment

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

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

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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	<p>The AIS department at PS116 provides small group instruction to students functioning below grade level. Differentiated instruction is given to reinforce phonemic awareness and comprehension skills. AIS services are administered during the regular academic day, Extended Day, as well as during Supplemental Education Services which is provided as an afterschool program.</p> <p>AIS instruction for grades K through 4 includes introduction to and reinforcement of: letter/sound recognition, word families, rhyming words, segmenting, initial and ending sounds, sight words, decoding, and writing. Analysis of running record results aid in the determination of a students' required course of action.</p> <p>Grades 5 - 8 AIS instruction includes using visual, auditory, and kinesthetic modalities to teach reading strategies. These strategies reinforce the concepts of finding the main idea, identifying supporting details, comparing and contrasting, using context clues, making inferences, sequencing, and writing.</p>	<p>Small group and one to one Instruction is provided.</p>	<p>Service is provided during the school day, after school and weekend hours.</p>
Mathematics	<p>The AIS department at PS116 provides small group instruction to students functioning below grade level. Differentiated instruction is given to reinforce mathematics skills. AIS services are administered during the regular academic day, as well as extended day.</p>	<p>Small group and one to one Instruction is provided.</p>	<p>Service is provided during the school day, after school and weekend hours.</p>
Science	<p>The AIS department at PS116 provides small group instruction to students functioning below grade level. Differentiated instruction is given to reinforce comprehension skills in the content area. AIS services are administered during the regular academic day, as well as during Extended Day. In addition, we have teamed up</p>	<p>Small group and one to one Instruction is provided.</p>	<p>Service is provided during the school day and after school.</p>

	<p>with the New York Hall of Science and Learning Gardens. Through these partnerships, students are exposed to hands-on scientific discovery. AIS instruction includes using visual, auditory, and kinesthetic modalities to teach reading strategies. These strategies reinforce the concepts of finding the main idea, identifying supporting details, comparing and contrasting, using context clues, making inferences, sequencing, and writing.</p>		
<p>Social Studies</p>	<p>The AIS department at PS116 provides small group instruction to students functioning below grade level. Differentiated instruction is given to reinforce comprehension skills in the content area. AIS services are administered during the regular academic day, as well as Extended Day. AIS instruction includes using visual, auditory, and kinesthetic modalities to teach reading strategies. These strategies reinforce the concepts of finding the main idea, identifying supporting details, comparing and contrasting, using context clues, making inferences, sequencing, and writing.</p>	<p>Small group and one to one Instruction is provided.</p>	<p>Service is provided during the school day.</p>
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>As a counseling service we provide strategies that help students to adjust and conform to the learning environment. On a daily basis during the regular school day we provide very concrete games and activities to assist the student with making a decision and accepting responsibility. In addition, support teams made up of guidance counselors, social workers, school psychologists, SAPIS Workers and all other pedagogues assigned, are responsible for addressing the social, emotional and personal needs of the student that prevents the student from learning. Counseling: individual and group counseling, these services include at-risk and mandated students. The average population of students serviced during this school year, were approximately 25. In addition to the at-risk services provided, teacher collaboration is utilized to assist teachers during crisis/emergency situations. Also, work with parents to understand student emotional/ academic functions. As a school psychologist, my work consists of doing cycle educational evaluations, educational planning conferences, and managing cases. Generally on a 1:1 basis, but occasionally small group counseling, for up to approximately 6</p>	<p>Small group and one to one Instruction is provided.</p>	<p>Service is provided during the school day.</p>

	<p>sessions, with students who are at risk of needing special education services or of requiring a more restrictive environment. Secondly, we meet with the parents of specific at-risk students to clarify issues, gather initial social history, provide information, referrals, and to discuss ways they can increase the chances of their children succeeding in school. Thirdly, observation of at-risk students. Lastly, consultation with teachers and other staff, concerning at-risk students. All services take place during the school day. Provide services daily to approximately 15 students during regular school hours. Mandated services are provided to one student daily with ADHD, two students who do not have 504s for school year 2010/2011 diagnosed with asthma or are not being properly medically managed.</p>		
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**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>Prior to hiring a candidate, their credentials are verified by our Network's HR Director to ensure that the candidate holds valid NYS certification in that license area. The BEDS survey is reviewed periodically by the principal and the Human Resources director who works with our school to ensure that every teacher's assignment aligns with their license area so that all teachers are reported as Highly Qualified on the BEDS Survey.</p> <p>Strategies and activities used to attract highly qualified teachers to our school include:</p> <ul style="list-style-type: none"> · Frequent communication with our Network Human Resources Director when vacancies occur. · The Network Human Resources Director partners with Central for assistance and guidance and for candidate referrals. The Central Office of Talent and Recruitment partners with colleges to locate highly qualified candidates. · Our school participates in Central Hiring Fairs where pre-screened HQT candidates are interviewed and recruited. · Our school established a partnership with St. Johns University, Adelphi University, Queens College, and York College to support the grooming of student teachers in the search of HQT candidates. · Our school engages in interviews with HQT candidates from The Open Market Hiring System and The Absent Teacher Reserve (ATR) Pool. · Our school establishes a rigorous interview protocol that includes intensive criteria for the selection of new staff members including demonstration lessons, interviews, and a review of New York State certification/licensing. · Our school maintains a professional library to promote promising and effective practices. · Our school provides teachers with curriculum maps, instructional resources and professional learning opportunities designed to ensure high quality instruction.

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).
High quality professional development is defined by several interactive factors. It implies rich content that is specifically chosen to deepen and broaden the knowledge and skills of teachers, administrators, paraprofessionals, and other key educational staff members. Our high-quality professional development is based on substantive well-defined objectives, structure, reflecting, well-thought out delivery, need, efficient use of time, varied and effective styles of pedagogy, discourse and application, and the use of formative and summative assessments.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
As a Title I School-wide Program (SWP) school, we qualify for Conceptual Consolidation. We use funding flexibility available to

us under Conceptual Consolidation to integrate services and programs with the aim of supplementing the entire educational program to help all students reach proficient and advanced levels of achievement. In addition to coordinating services, we maximize fiscal resources by combining federal, state and local funds such as Tax Levy, Title I, Title III, <PF Set Aside> NYSTL, STH and other available resources to implement activities and strategies to reach school- wide goals for improvement.

Our school continuously monitors programs, actions and strategies to ensure that they meet the intent and purpose of the federal and state program guidelines included in the consolidation so that the needs of our eligible students are met. For example:

- Professional development conducted by instructional lead teachers in the areas of designing engaging lessons, using assessments in instruction, and questioning and discussion techniques.
- Teacher teams engaging in collaborative inquiry by tracking data trends and looking at student work to improve teaching practices in providing effective feedback to students.
- Common Core aligned textbook and instructional materials purchased for all grade level and content areas.
- Afterschool programs in literacy, mathematics, science and the arts.
- Use of the instructional coach to mentor, develop and support teachers, curriculum development, and student achievement.

Through careful planning and implementation of our instructional programs and with guidance and support from our Network Leader and team including the Budget Director and Human Resource Director, we will utilize our fiscal and human resources to carry out our instructional strategies/activities to achieve school wide improvement.

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.).

The Pre-kindergarten teachers use a thematic based curriculum, which they align with the Pre-Kindergarten Common Core Learning Standards. The curriculum is differentiated in order to meet the needs of all students; various access points exist for ELL students, Students with Disabilities, etc. Pre-Kindergarten teachers participate in school wide professional development in addition to pre-kindergarten professional development offered by New York City.

There is a huge emphasis on transitioning pre-kindergarten students and their parents. Students experience the “Day-and-Life” of a kindergartener. They visit and explore kindergarten classrooms, have breakfast and lunch in the cafeteria, participate in story time and a variety of learning activities. Parents are given the opportunities to attend workshops: what to expect in kindergarten, how to transition your pre-k child into kindergarten, etc. Parents are also provided with resource material ensuring a smooth transition. Baseline data is provided to kindergarten teachers through vertical articulation with pre-kindergarten teachers.

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.

Teachers work collaboratively to create common assessments. Teachers create, select and reflect upon assessments during their common prep time, grade-level meetings, and teacher team meetings. Teachers are encouraged to evaluate and reevaluate assessments as needed. Teachers’ feedback is used by administration to guide the purchasing of materials, as well as scheduling of assessments.

Teachers engage in ongoing professional development surrounding assessments; how to administer assessments (DRA, Writing on Demand, etc.), creating effective formative and summative assessments, using assessments to drive 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)

The William C. Hughley's Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the

proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

The William C. Hughley School's Parent Compact

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

DBN: 29Q116

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

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

Program Name	Fund Source	Funding Amount:	Place an (X) in <u>Column A</u> below to verify that
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	(i.e. Federal, State or Local)	Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$354,105.18	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$118,743.00	X	See action plan
Title III, Part A	Federal	\$11,200.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$3,608,515.00	X	See action plan

¹Explanation/Background:

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

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

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.

- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

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

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

Important Note: The following funds may not be consolidated:

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



Department of English Language Learners and Student Support

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: William C. Hughley, PS/IS 116Q	DBN: 29Q116
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 25
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 2
of content area teachers: 0

Describe the direct instruction supplemental program here and include the

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

Begin description here: This year's Title III program will consist of the following: our ESL Direct Instruction Supplemental Program is scheduled for after-school. This program will take place twice a week for one and a half hours, (1.5). This program will begin on October 8th and end around April 30th, 2015. Two certified ESL teachers will service around 25 students. These students will be selected from grades 1-8. The "Imagine Learning" computer program will be used during this program.

This program has native language support in 8 languages, while promoting English. It also uses modeled instruction, guided practice and immediate feedback to each student during usage. "Imagine Learning" focuses on phonemic awareness, vocabulary, conversation, letter recognition, and story comprehension. Students are also encouraged to record their voices and compare their speech to the modeled responses. The "Imagine Learning" program includes concepts such as the alphabet sound/symbol correspondence and sight word recognition, while developing vocabulary and literacy skills. "Imagine Learning" teaches everyday English skills, as students listen, interact, and learn from characters in real-life situations.

Parallel to "Imagine Learning", students will receive direct academic support in content areas based on individual need. This need will be determined based on various assessments by the content area teacher. The language of instruction will be English.

Materials used will be "Reach" textbooks and other resources that will help achieve progress.

The rationale for selecting the students is to provide support in areas of various deficiencies:

For maximum effectiveness, the students are grouped based on certain criteria:

Subgroup 1 is long-term ELLs in grades 5-8 who need additional reading and writing.

Subgroup 2 is newly arrived middle and upper elementary school ELLs who need social and academic language development.

Subgroup 3 is lower elementary students who need instruction in vocabulary development, reading and writing.

As one teacher is working with one group, the other teacher is instructing a second group. The third group is working with "Imagine Learning".

After about 45 minutes, the groups rotate. The first two groups begin with "Imagine Learning" and the third group receives direct instruction for about 45 minutes. The teachers have created a rotating schedule to ensure that each group receives both direct and computer instructions.

Part C: Professional Development

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

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

Begin description here: The two certified ESL teachers in our school conduct workshops to provide support and information to enhance the delivery of instruction and services to ELLs. The audience is PS/IS 116 teachers and educational assistants who work with ELLs.

The list and tentative schedule of the workshops is listed below.

October - "Differentiation and the ELL student".

December - "Traumas Immigrant Children Bring to the Classroom".

February - "How to Help the ELLs in the Classroom".

March - " Supporting vocabulary development in content areas".

April - " What is the NYSESLAT?"

Each workshop may last 45-60 minutes, followed by a Q&A session.

The Principal provides support to the teachers in all areas of the Common Core Learning Standards, which includes support for ELLs and students with disabilities. The newly formed PD committee has planned workshops to help teachers meet the various needs of the ELLs. This has also helped the ESL teachers align their work with State and City expectations. The ESL teachers attend on-going quality workshops provided by our Network and by DELLSS that focus on learning the Common Core Standards and its relation to the English Language Learners and many other relevant topics. We then turnkey the information to our staff.

Part D: Parental Engagement Activities

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

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

Begin description here:

Our Parent Coordinator conducts several monthly parent workshops, (with translation services as

Part D: Parental Engagement Activities

needed), to ensure that all parents are informed of any new policies and programs that are available and/or affect their children. All schoolwide notices are translated into other languages before distribution. The monthly calendar that goes home with every student lists all the meetings, workshops and activities planned for that month. Several staff members are bilingual which include Educational Assistants, School Psychologist and Social Worker who assist when oral/written translation is needed during meetings, workshops and various activities. Some of the workshops are:

- * Parent Computer Lab workshop on how to access ARIS- tentative date is November, to be provided by the data specialist.
- * Adult ESL classes- TBA, to be provided by a retired DOE teacher.
- * Multicultural Feast -tentative date is November.
- * High School Articulation- conducted on Oct. 16 by the guidance counselor.
- * Parent info for DRA Literacy- TBA, provided by the coach.
- * Understanding Common Core Learning Standards- conducted on Oct. 10 by the coach.
- * Response to Intervention-TBA.

and many more to come.

We will also conduct informative workshops for the parents of the after-school program participants. A representative from the "Imagine Learning" program will conduct an interactive workshop to explain the different facets of "Imagine Learning" and how it is helpful for their children. Parents will be able to use the program and see the actual work that their child is doing. A second workshop will be presented by the after school teachers in order to share the progress the students are making with the parents. Translators will be provided during these workshops.

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development 	_____	_____

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

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

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 Debra Farrow	Assistant @rinci0al Georgette Malcolm
Coach Susan Garber	Coach type here
ESL Teacher T. Daleo, M. Casaceli	Guidance Counselor Arno,d Renois
Teacher/Subject Area type here	Parent type Here
Teacher/Subj%ct Area type here	Parent Coordinator Farida Mooklal
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	2	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	1	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)	750	Total number of ELLs	68	ELLs as share of total student population (%)	9.07%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Pull-out	11	23	17	4	5	3	2	1	2					68
SELECT ONE														0
Total	11	23	17	4	5	3	2	1	2	0	0	0	0	68

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	68	Newcomers (ELLs receiving service 0-3 years)	62	ELL Students with Disabilities	9
SIFE	2	ELLs receiving service 4-6 years	6	Long-Term (completed 6+ years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	62	2	8	6		1				68

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	2	8	6	0	1	0	0	0	68
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	11	19	11	2	3	3	1							50
Chinese		1												1
Russian														0
Bengali		2	2				1	1	2					8
Urdu														0
Arabic														0
Haitian			2	1	2									5
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1	2	1										4
TOTAL	11	23	17	4	5	3	2	1	2	0	0	0	0	68

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)	6	5	5		3	3		1	1					24
Intermediate(I)	1	11	4		1				1					18
Advanced (A)	4	7	8	4	1		2							26
Total	11	23	17	4	5	3	2	1	2	0	0	0	0	68

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	2	1			!Und
4	2	2			
5	2				
6	1				
7	2				
8					
NYSAA Bilingual (SWD)					

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2		1						
4	2		2						
5			1						
6	1								
7	2								
8									
NYSAA Bilingual (SWD)									

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			2		1				
8									

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

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.
To assess the early literacy skills of our ELLs, we use DRA for K-8 which measures the students' levels in fluency, decoding and comprehension. In addition, the Baseline Assessment Test, developed by our school for gr. 3-8, measures the students' levels in reading comprehension. The resulting data gives us insight into the individual academic needs of each ELL; whether they have had any

prior schooling and have strong L1 foundation or have no educational foundation in L1, therefore making the acquisition of L2 more challenging and requiring a different instructional approach.

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

The following is our data for the LAB-R 2013: There were 11 beginners, 1 Intermediate 7 Advanced and 3 proficient . The pattern shown here indicates that most of the ELL's who are entering our school are beginners. As far as the NYSESLAT is concerned, steady gains were made by our ELL's in going from one level of the NYSESLAT to the next. In some instances, students jumped up two levels on the NYSESLAT. There were only 8 students who stayed within the same NYSESLAT level. We had a total of 12 students who tested proficient.

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

In most grades, speaking is the modality in which most ELLs demonstrate the highest achievement. In grades K & 1, there are mixed results with the remaining three modalities. However, students in 2nd grade and above have their lowest score in Writing, followed by Reading, then Listening. As far as instructional decisions are concerned, our ELL department works closely with our Instructional Coach and Writing Cluster teacher. We share data and various methodologies that can help not only the ELLs, but struggling monolingual students as well . With our Instructional Coach, we have focused on ways that we can improve vocabulary development for ELLs and others, with focus on Tier One and Tier Two words, as well as the Academic vocabulary that all students need to succeed. The AMAO is helpful in flagging areas in need of improvement and to keep us current on students who are approaching long term ELL status. Presently, we do not have any long term ELLs, but have several who are approaching that level. We also have 2 Sife students. We make sure that Sife & approaching long term ELLs attend the Title III after-school program in order to support their progress towards proficiency. PS/IS 116 has a program called AARP Experience Corps, who work one-on-one with students in grades K-2, assisting students with their reading and reading comprehension.

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?

a. Data shows that grades 1 and 2 had the most number of proficient students . Only grade 6 that has 2 new ELLs did not have any proficients. Another pattern is that the most Beginners are in Kindergarten and the numbers decrease considerably in the subsequent grades, which indicates that ESL and other instruction are effective in leading the ELLs to English proficiency. Our middle school dynamic changed this year in that out of 11 students , 3 scored Beginners, 3 were Intermediates, 3 are Advanced and one proficient. It is interesting to note that 5 out of the 6 Bs and Is were Bangla speaking and had been in the country for less than 3 years. No students requested any of the state tests in their native language .

Due to the changes on the ELA and Math Citywide exams, ELLs did not show any improvement in these areas. Considering that a very large number of our monolingual students received 1s on the ELA and Math exams, it is no wonder that there were not great percentages of improvement for our ELLs. Note that many of our former ELLs were of the few that actually received 3s and/or 4s.

b/c. The ELL Periodic Assessment results are shared with the classroom/subject teachers. What we learn from these assessments is that they are great indicators of future performance on each modality of the NYSESLAT. In 2012-2013, the results showed a weakness in writing, therefor the focus became grammar and writing mechanics.

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](#).)

P.S. 116 William C. Hughley School is committed to equipping all students with the tools they need for academic, personal and social achievement. We enable every student to reach their highest potential by establishing a curriculum that meets or exceeds government standards for education. Therefore this Response to Intervention (RTI) plan has been designed to increase the academic success rate of all students by assessing teacher concerns about student academic and behavioral difficulties, universally screening all students in literacy, analyzing student data, designing specific intervention plans, progress monitoring, and communicating plans and results with students' parents. English Language Learners that are at-risk fall into 116's RTI system.

Tier I

In Tier 1, all students are screened. Students in grades K-8 are screened in Fall, Winter and Spring using DRA 2. Students in grade 6 are screened in the fall using the DRP test. Running records will be used for ongoing progress monitoring between benchmark screenings. Teachers will analyze the data and plan standards based best practices. Core instruction in grades K -8 is aligned to the Common Core Learning Standards via School Based Literacy curriculum maps, and components of the ReadyGen Reading Program.

The classroom teachers implement Tier 1 interventions through differentiated instruction. Student progress is closely monitored by classroom assessments, unit test, and culminating unit tasks. The grade level Inquiry Teams meet to discuss the progress of all students and if progress monitoring indicates a need for more intense interventions, the Grade Level Inquiry Teams meet to discuss options for Tier 2 interventions. Students and parents are made aware of student progress via progress reports, and notification letters upon entering each tier of intervention. Grade Level Inquiry Team meetings are focused on reviewing student assessment data and class work. The team reviews screening and common assessment results and identify students who are in need of interventions. Teachers decide on Tier 1 differentiation and assessments. Tier 1 instructional strategies are recorded.

Tier II

We employ Tier 2 interventions that are designed to provide supplemental, focused teaching and learning opportunities for a small group of students who are not responding to Tier 1 instruction and interventions. Students who receive Tier 2 interventions also continue to receive Tier 1 instruction and intervention. The interventions are designed to remediate students' basic academic skills. Tier 2 interventions take place during the instructional day during the literacy block and also during extended day. Foundations, Thinking Maps, Wilson, and ReadyGen and GoMath are some of the interventions that will be used. The duration of Tier 2 interventions are based on student data. Students in the 6th grade are tested during this phase using the WIST. There are then pulled of Wilson Just Words intervention 3 times a week. The RTI team develops instructional strategies that all service providers will implement. Progress monitoring is ongoing throughout Tier 2 and parents are made aware of student progress through written correspondence.

All students identified in Tier 2 receive high quality interventions that are provided by classroom teachers and service providers who have met with Grade Level Teams and the RTI team to develop an intervention plan that addresses the learning needs of each student. Benchmarked assessments that are skill specific are administered frequently during Tier 2 and data is analyzed to determine the need for additional intervention or a change of intervention. The RTI Team and Grade Level Inquiry Teams meet weekly to develop effective Tier 2 plans and review progress monitoring tools.

Tier III

The Tier 3 interventions provide more individualized, intense teaching and learning opportunities for students who are not achieving grade level expectations. More intensive interventions are achieved with a smaller student-teacher ratio, a longer duration of instructions, detailed attention to individual learning styles and the social environment, and more frequent progress monitoring. As in Tier 2, students who receive Tier 3 interventions continue to receive core instruction. Tier 3 instruction occurs during the daily literacy block. These interventions include intense Foundations, ReadyGen, Rigby and Wilson. Furthermore, many students receiving Tier 3 interventions will continue to require support in all three tiers in order to accelerate progress by the end of the intervention period. Students also receive 1:1 reading instruction provided by Experience Corps. Many English Language Learners in grades k-3, and 6 receive RTI services through Experience Corps.

The RTI Team and service providers develop instructional strategies that all service providers implement. Progress monitoring is ongoing. If a student does not show adequate progress the team carefully examines why the student is making little or no progress, it is important for the RTI team to review the effectiveness of previous interventions to determine if a different intervention would benefit the learner. Based on these considerations, the RTI team determines whether a referral is necessary. Parents are made aware of student progress. All students identified in Tier 3 receive high quality Tier 3 interventions that are provided by teachers and service providers who involve various support personnel assistance related to diagnosis, research-based strategies, and cognitive processing to help revise the individual learning plan. The RTI meets monthly and sometimes bi-weekly to develop effective Tier 3 plans and review progress monitoring.

6. How do you make sure that a child's second language development is considered in instructional decisions?
In the process of making instructional decisions for ELLs' second language development, the first step is to ensure that teachers working with the ELLs plan their lessons together. This kind of collaboration among the service providers of ELLs makes it possible for teachers to share progress reports, issues facing certain ELLs and how to scaffold for better understanding. Another step is to consider the ELLs' native language and their proficiency in that language. Those two factors influence the students' acquisition of the new material being taught.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We assess the ELLs in the beginning of the year, we look at their latest NYSESLAT or Lab-r score and establish a baseline for each student. Then based on that, we set a measurable beginning goal. Instruction is geared toward meeting that goal. Then we have a mid-year assessment to see if the ELLs have met their goal. If they have met the goal, then the program/instruction is deemed successful and new goals are set. If not, then we look at modifying the program to better suit the ELLs' needs.

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](#).)
 1. Upon registration, parents/guardians are asked if their home language is English. If a parent/guardian appears to have difficulty communicating, then the pedagogues interviewing and assisting them, (find list and schedule below), finds out what their home language is and calls an interpreter, if available. The interpreter and the pedagogues conduct an informal interview with the parent and explain how to complete the HLIS in their home language. Home language is determined by combination of HLIS responses and interview results.

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

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

The school then contacts the parent/guardian for orientation, which informs them of the different programs available for the student. The parent/guardian then makes a choice and completes the Program Selection Form. If the choice is ESL, then the student is placed in an appropriate level group. If the parent chooses a program that is other than ESL, then we email ELLProgramTransfers@schools.nyc.gov with the required information requesting a placement where available to accommodate parent choice.

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

 - 1st period-cluster teachers-(Duvernay, Thompson, Winley, Clampett, Dalton)
 - 2nd period- K teachers (Humphrey, Baravarian, Bowen, Cooper, Dillon)
 - 3rd period- 2nd grade teachers (Uslaner, Allen, Welkis, Herring, Blumberg)
 - 4th period- 1st grade teachers (Alexander, Miller, Forde, Taylor-Reid, Teal & ESL teacher Daleo)
 - 5th period- ESL teacher Casaceli, gr. 7 & 8 teachers
 - 6th period- 3rd grade teachers (Greene, Nasoff, Petrizzo)
 - 7th period - 4th & 5th grade teachers (Ryan, Goins, Eldridge, Shaw, Cromer, Di Martino, Francis)
 - Mr. Renois, guidance counselor- French and Creole interpreter only
 - Ms. Rhuma, speech therapist – French and Creole interpreter only

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

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

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

2. 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.
2. To ensure that parents/guardians understand all three program choices available to their children, we invite them to watch the DOE Orientation Video for Parents of Newly Enrolled English Language Learners . The video explains in detail what Transitional Bilingual Education, Dual Language and Freestanding ESL are and how they work in the parent's native language, if available. If possible, we invite a pedagogue who speaks the family's language to explain and answer questions if necessary. Then the Program Selection Form is completed and a program is selected by the parent/guardian. If the program selected is not available at PS/IS 116, then a teacher emails or the parent coordinator immediately reaches out to the schools that have the program to see if they can accommodate the student. If so, then the parent is given the information about that school and transportation available to the student.
- To ensure that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, first we make sure that every student on the list has received a letter to take home. If the letters are not returned the following day, we call the student's home to remind them to return the form. Frequently, we may meet some parents either in the morning or at dismissal to remind them about returning the forms. We may send a letter a second or even a third time, continue calling to remind the parents to sign and return the letters, yet sometimes, despite all efforts, we do not get a signed form back.
- After parents/guardians viewed the Orientation Video and understood the three different programs, 68 out of 69 current students' parents selected freestanding ESL at the time of program selection. If and when enough parents select Transitional Bilingual
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 [\[see tool kit\]](#).)
3. Once the student is formally assessed and identified as an ELL, an entitlement letter is sent home along with a Parent Survey and Program Selection form in their home language. Copies are maintained by the ESL teachers of all correspondence. A day and time are suggested for viewing the Parent Orientation video and making a program selection. If a parent does not return the form, we attempt to contact them by phone and send the forms a second time, keeping a record of all attempts to contact the parent/guardian. Frequently, we may try to meet some parents either in the morning or at dismissal to remind them about returning the forms. If necessary, we may send a letter in their home language several times and continue calling to remind the parents to sign and return the letters to ensure that parents have been informed and understand that if they do not make a program selection, their child may be placed in the default program of TBE. The letter also explains that our school does not have a TBE program at this time and the child may have to be placed in another school.
- The letters are copied and stored with the ESL teachers in their yearly binders, along with other documentation for that school year. Copies are also maintained in the school office.
- For students who do not score proficient in NYSESLAT and continue to be in ESL, we complete and print out duplicate letters of continued entitlement letters for each student from the DOE website in their home language and send one copy home with the student, keeping the duplicate for our records. All dates and forms of communication with parents are recorded.
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.
4. After viewing the Parent Orientation video in their home language, the parent/guardian makes a selection and completes the Program Selection form. The criteria used for placing the ELLs in bilingual or ESL programs is based on what program the parent/guardian chooses. If the choice is ESL, then we service the child in our school. If the parent selects TBE or Dual Language program, the teacher emails ELLProgramTransfers@schools.nyc.gov the same day to inquire about the availability of those programs in other schools. Upon receiving a response, the parent is contacted immediately by a speaker of their home language to inform them of the results. If we are unable to contact the parent after repeated attempts to make a program selection, then the child is placed in TBE, which is the default option.
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.
- At the beginning of the school year, our LAB Coordinator/ESL Teacher creates a chart for the Testing Coordinator. This chart contains information about all current and former ELL's, including testing accommodations and/or exemptions. The ESL teachers work with the Testing Coordinator and administration to plan out a testing schedule for all ELL's , for all sections of the NYSESLAT. They meet daily during the NYSESLAT administration window to make sure they are maintaining a fair pace, in order to complete all tests

on a timely basis.

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. 
6. After reviewing the Parent Survey and Program Selection forms for the last three years, the trend is overwhelmingly for freestanding ESL. The numbers are as follows; 2007-08, 24 out of 25 chose ESL (1 in ESL by defaulted paperwork)
 - 2008-09, 15 out of 16 chose ESL (1 chose Bilingual, later changed her mind)
 - 2009-10, 19 out of 19 chose ESL
 - 2010-11, 22 out of 23 chose ESL (1 chose Bilingual, later changed to ESL)
 - 2011-12, 17 out of 19 chose ESL, 1 chose Bilingual and was placed appropriately, and 1 refuses to make a selection
 - 2012-13, 22 out of 23 chose ESL, 1 chose Spanish dual language in a special ed. setting but none was available.
 - 2013-14, 19 out of 20 chose ESL, 1 chose Spanish dual language in a special ed. setting but none are available, awaiting options for out-of-district placement.

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])?
 1. PS/IS 116 is committed to ensuring success for its ELLs. We have high expectations for achievement and we support those expectations by a purposeful plan of action. That plan starts with knowing the ELLs well and their individual needs. For that purpose, we continuously monitor their progress with formal and informal assessments and use the data to drive future instruction. The teachers collaborate and plan during their common prep periods in order to communicate the academic needs of the ELLs and compare and share successful strategies to maximize learning.
 - a. The organizational model used at PS/IS 116 is the pull-out model for grades K through 8th.
 - b. Most groups are homogeneous in nature, though a few groups are heterogeneous, due to scheduling and student needs. We have two full time, certified ESL teachers. One teacher services K-2 and the other services 2-8. This distribution of grades serviced is fluid from year to year, meaning that some students from one grade can be serviced by the teacher who has other grades, depending on proficiency level and age.
2. 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 eight 45-minute periods of ESL instruction, totaling the mandated 360 minutes per week.

They receive 90-minute blocks of instruction three times weekly and 45-minute blocks twice weekly.

Advanced level students receive four 45-minute periods of instruction, totaling 180 minutes per week.

To ensure that ELLs receive 180 minutes of ELA instruction per week as per CR Part 154, the schoolwide schedule allows for double period literacy blocks every day. If pushing in, the support staff ensures that they are with the students during the literacy block. If pulling out, the staff makes sure to cover the same curriculum with necessary scaffolding and sheltered instruction.

It is essential for the ESL teachers and other support staff to be informed of the content being taught in the classroom, therefore the ESL teachers regularly meet or communicate with the content area teachers and coordinate instruction with them.
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.
 3. The ESL teachers in our school work with classroom teachers to help support ELLs with content area classwork. During our pull-out periods of instruction, content area work in English is taught by differentiated instruction. Some of the approaches used are:
 - * Modeling explicitly by giving clear examples of what is requested of them for imitation.
 - * Scaffolding- providing necessary support in vocabulary to ensure content comprehension.
 - * Sheltered English using the SIOP model.
 - * Bridging- an approach of learning new concepts and language by firmly building them on the students previous knowledge and understanding.
 - * Contextualization- using manipulatives, pictures, film (w/o sound) and other resources to engage the students.
 - * Schema Building- clusters of meaning that are interconnected will help with their understanding of new concepts.
 - * Text Re-Presentation- engaging the students in activities that require them to change linguistic constructions they found modeled in one genre into forms used in another genre.
 - * Native language support by providing them with glossaries and literature in their home language.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 4. As per state law, Spanish-speaking new students are evaluated not only by Lab-R, but also by Spanish Lab-R to assess their proficiency in their native language.

For standardized tests, the school's testing coordinator makes sure to order content area tests in their native language, if available. If not, the students are given glossaries downloaded from the state's website or bilingual concise dictionaries.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Lessons for the ELLs are planned around the four modalities. Each lesson contains instruction/component in listening, speaking, reading and writing. Throughout the lesson and in the culminating task the student is being monitored for progress and informally assessed in each modality. Another form of assessment is conferencing with the ELLs on regular basis and recording it (once-twice weekly). As a formal assessment, the NYC ELL Periodic Assessment is used in November and March of every year for grades 3-8 in all modalities except speaking. Detailed results are available online on "Inform", are analyzed by the ELLs' teachers and used to guide future instruction. Hampton-Brown's Avenues has a formal assessment tool for grades K-8, and we use that at the beginning of the year as a baseline, then administer again the mid-year and end-of-year assessments to track progress. Further formal and informal assessments include end- of- lesson and unit assessments.

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).

6. Our plans for different subgroups of our school are as follows.

a. For SIFE students, one has an IEP and is in a self-contained special education class with a bilingual paraprofessional. The other SIFE student is academically supported by participating in Title III afterschool program, as well as attending extended day instruction with his ESL teacher for extra support. SIFE students are also targeted for peer tutoring.

b. Our newcomers are supported by 360 minutes of ESL, AIS, along with our special after-school program and extended day instruction. We at PS/IS 116 have implemented a computer program for ELLs called "Imagine Learning"."Imagine Learning" uses modeled instruction, guided practice and immediate, instructive feedback to each student during usage. The program focuses on phonemic awareness, vocabulary, conversation, letter recognition and story comprehension. Students are also encouraged to record their responses and compare their speech to the modeled responses."Imagine Learning" also includes pre and post test scores, along with individual reports that enables teachers to monitor student progress.

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?

7. Most of our long-term ELLs are still struggling with their writing skills so instruction has been focusing on the Writer's Workshop model and literature that is better suited for older students. Our students with disabilities (SWDs) are also invited to our after-school program and receive their 360 minutes of instruction to meet their needs. Almost all of the ELL's are in the extended day program either with their ESL teacher or classroom teacher. As far as ELLs that have attained proficiency, we support them for their first 2 years by continuing to provide them with their NYS approved testing modifications. They are also encouraged to attend our ESL after-school program, where they can get homework help and continue to work on their English skills. All ELLs (former, SWD and current) are also invited to all our cultural and special events, such as trips, Hispanic Heritage Month celebrations, Chinese New Year celebrations and Cinco de Mayo celebrations, to name a few. Our ESL teachers also continue to work informally with their former ELLs in order to provide support when needed.

Intervention programs for ELLs in literacy include afterschool and extended day programs, as well as tutoring services during the school day, twice weekly for SIFE and long-term ELLs. We also use technology to support literacy by using the "Imagine Learning" program and "BrainpopESL". We also use BrainpopEspanol and brainpopJr. to support science, social studies and math concepts. ELLs are also encouraged to use computer programs that are available to the whole school population such as "Study Island" and "Starfall". ELL's are afforded the same opportunities that the rest of the population are offered. Whenever possible, notices about events/or programs are sent out in as many languages as possible, so that all parents/guardians can know about offerings for their child. We are currently working on a grant where we will be receiving services and programs from the Houghton Mifflin Company. We would be using the Destination Reading and On our Way to English Programs. All teachers, as well the ESL teachers, would be trained how to use the Destination Reading Program and would also be given training on methods to help ELLs and other struggling students in their classrooms. Our ESL teachers currently use the "Avenues" and "Inside Programs" by Hampton Brown, "On Our Way to English" by Rigby and "Academic Vocabulary Toolkit" by CENGAGE Learning. We also collaborate with the classroom teachers and provide support with Ready Gen. Native language support is provided by offering students literature in the native language.

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?

First, we make sure that anyone working with the ELL-SWD population has access to the IEP and has knowledge of its contents. Second, we make sure that staff working with the ELL-SWDs collaborate and share data in order to deliver precise lessons that

are based on that data. In order to ensure that students achieve their IEP goals and attain English proficiency within the least restrictive environment, we make sure the student receives all mandated services in timely fashion by certified staff. Some services are delivered in their class setting, and some services are delivered in other locations. Our goal always is to guide the child toward achieving success by delivering quality, effective instruction that is based on the Common Core standards, as well as ESL standards.

Courses Taught in Languages Other than English

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

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

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

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

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

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

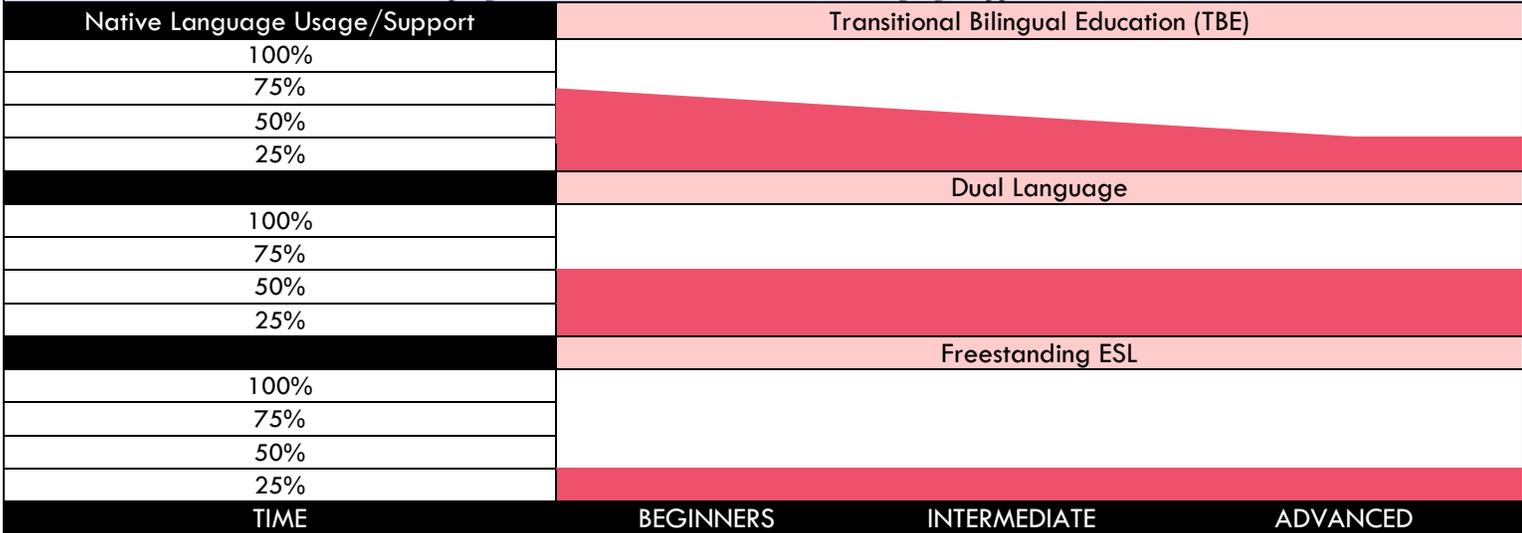
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- The list of intervention services offered for ELLs in ELA and math starts with extended day instruction. Students for extended day are selected based on the data from standardized tests. The data then is used in determining the kind of instruction needed. Another targeted intervention for ELLs is AIS in small groups in Math, Science, Social Studies or ELA. The criteria used in AIS instruction is based on classroom performance in any of the subjects. The AIS teacher and the content area teacher discuss the student needs and provide support based on those needs. Another targeted intervention is the Title III after school program which uses Imagine Learning with native language support. The subgroups targeted are long term and SIFE ELLs. Spanish language support is provided for extended day instruction. The other
- program that offers native language support is Imagine Learning.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The effectiveness of our current program is measured by taking formal and informal assessments. The data shown in ARIS, DRA, NYSESLAT and informal assessments demonstrates if there is increase in the ELLs' achievement. That data shows most students' levels steadily increasing towards Proficiency.
11. What new programs or improvements will be considered for the upcoming school year?
- All depends on funding. If possible, we would like more small group AIS in math and ELA for most ELLs, not just SIFE and SWDs with IEPs.
12. What programs/services for ELLs will be discontinued and why?
- Provided we continue getting funds for Title III and SASF after school programs, there are no plans to discontinue any current programs/services offered to our ELLs.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- When a program is offered, a letter informing parents is sent home in the student's home language. This ensures that all families are aware of every event/program that is taking place and are offered an opportunity to take part. The Parent Coordinator reaches out to the parents personally to make sure they are well-informed about the activities and programs offered not only at PS/IS 116, but also citywide. At the beginning of the year, then on regular basis thereafter, the parent coordinator meets with the parents, offers them workshops on various topics and also informs them of the events and programs available to the families and to the students in particular.
- Our school offers a Sports & Arts program after school, and letters informing families of this program went home on various dates before its start. During parent-teacher conference hours, there were representatives and also interpreters to assist with registration. A supplemental service, Experience Corps is offering tutoring services during school hours. Classroom teachers recommend students for this service based on their need. Several ELLs are currently being helped by this service. There is also Spanish support for students in extended day instruction.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- We have literature in various languages not only in ESL classrooms, but also in our library and some classrooms with many ELLs. In addition, we offer the students glossaries for each content area in their home language that we download from the NYSED website. Imagine Learning is available with different home languages support, and Brain Pop and Colorin Colorado also offer support in Spanish. All classrooms are equipped with desktop computers and/or laptops. Students have access to various educational websites in their home language. We also have computer-based math assessment in Spanish.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- PS/IS 116 has one program model which is ESL. In this model we start native language support at registration by placing the student in a class where there are one or more of other students with the same home language. This gives the new student social and academic support by providing a partner who assists the new student in learning the daily routine and understanding teacher directions. We offer workshops to classroom teachers about the needs of ELLs and how to meet them. This teacher support is ongoing. Imagine Learning is downloaded in the classrooms with new ELLs with their native language support. The ESL teacher meets regularly with the content area teacher of those students to discuss progress, issues, curriculum, and various instruction delivery

strategies, and provides them with glossaries for that content area in needed languages and literature in their home language.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?
The resources used to support ELLs correspond to their age and grade level because we make sure that all servicing teachers know the student's level either from the LAB-R or the NYSESLAT results. Then the teacher makes sure they know and have access to the curriculum materials in all subjects in order to support in various subject contents. Last, the Avenues program that we use as a supplemental resource comes in many grades and levels.
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.
Unfortunately, almost all of our ELLs do not register before September, therefore we do not have any activities before the beginning of the school year. However, to help new ELLs throughout the school year, we organize lessons/gatherings for some holidays with the traditional food, (Thanksgiving, Chinese New Year, etc.) We plan trips that introduce new traditions/historical or socially important places to the ELLs to help them understand their adopted country.
18. What language electives are offered to ELLs?
PS/IS 116 does not offer language electives.
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.

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

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

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

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

Teachers of ELLs attend as many workshops as are available through the Office of English Language Learners (OELL). The postings do not come out until September or October, so we currently cannot say which ones we will attend. These workshops are also offered to classroom and content area teachers, so that they can attain their 7.5 hours of ESL training, (10 hours for special ed. teachers), along with training provided by school staff. The professional development plan for school staff from our ESL department are as follows:

Calendar of PD Days:

November: "Getting Ready for Ready Gen and the ELLs."

December: "Common Core and the ELLs."

February: "Supporting Vocabulary Development in Content Areas."

March: "How to Help the ELLs in the Classroom."

April: "What is the NYSESLAT?"

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

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

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

AT PS/IS 116, we offer as much translation services as we can in order to assist parents and students as they are choosing their new High School.

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

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.

Paste response to question here:

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Debra Farrow	Principal		1/1/01
	Assistant Principal		1/1/01
Farida Mooklal	Parent Coordinator		1/1/01
Teresa Daleo	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Susan Garber	Coach		1/1/01
	Coach		1/1/01
Arnold Renois	Guidance Counselor		1/1/01
	Network Leader		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: **29Q116**

School Name: **William C. Hughley**

Cluster: **94CL02**

Network: **94N205**

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.

Upon registration, parents/guardians are asked to complete a DOE Home Language Survey in their home language. This survey also inquires about the language they prefer for communicating with the school. Once this information is in ATS, it generates a report about various language needs for parents. The Parent Coordinator then requests translations of all communications with these families from various in-house personnel who are fluent in those languages, so that the families are informed of school events and student progress reports. Interpreters are also available for Parent/Teacher Conferences.

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

The Parent Coordinator reviewed the data from the Home Language Surveys and determined in which languages parents needed oral and written support. The overwhelming majority needed services in Spanish. There have been no requests for other languages. At the first PTA meeting the Parent Coordinator had a Spanish translator present. She inquired again if there was a need for translators for other languages. No other languages were requested. Most parents expressed satisfaction with the way they were being represented and how this made it possible for them to take more active parts in the school community. The parents were also informed about the Interpretation/Translation Unit services and a discussion ensued as to ways that the funds could be best used to benefit the parents, the students and their school.

Part B: Strategies and Activities

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

Written translation services are accomplished by in-house school staff. If needed, the Translation and Interpretation Unit will be contacted for assistance. The Parent Coordinator meets with the administration twice monthly to determine that month's activities and the possible oral/written translation services that might be needed. The in-house staff then is given their assignments for that month. At the end of the school year, a list of forms to be translated will be generated. The Principal then assigns in-house translators to prepare these forms into the languages needed for the following school year.

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

Day-to-day oral interpretation is done by in-house staff. The Parent Coordinator informs these staff members of upcoming meetings or workshops they will need to attend. The bilingual EAs are instructed to be available for Parent Teacher conferences in the afternoon. Additional translators are requested from the Translation and Interpretation Unit for the evening session so that parents/guardians will have their meetings translated into their native language and are afforded the opportunity to communicate and better understand their child/ren's academic and social needs.

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

The school posts notices in the school lobby pertaining to Language Assistance Services in all required languages and how to access them. These notices are also sent home in order to obtain additional information to better assess the parents' language translation needs. The translation services are explained at the first PTA meeting and repeated in all subsequent meetings to ensure that the information reaches to as many people as possible. The school's safety plan includes procedures to ensure that the parents have easy and timely communication in an emergency and will not encounter difficulties due to language barriers.