

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**DBN: (*i.e.* 01M001):**

**32K116**

**School Name:**

**P.S. 116 ELIZABETH L FARRELL**

**Principal:**

**ANTOINETTE TUCCI**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: ELIZABETH L. FARRELL School Number (DBN): 32K116  
Grades Served: K, 01, 02, 03, 04, 05  
School Address: 515 KNICKERBOCKER AVENUE BROOKLYN, NY 11237  
Phone Number: 718-821-4623 Fax: 718-821-0363  
School Contact Person: Antoinette Tucci Email Address: ATucci2@schools.nyc.gov  
Principal: Antoinette Tucci  
UFT Chapter Leader: Erik Schrynemakers  
Parents' Association President: Maria Gil  
SLT Chairperson: Erik Schrynemakers  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): \_\_\_\_\_  
Student Representative(s): \_\_\_\_\_  
\_\_\_\_\_

**District Information**

District: 32 Superintendent: Lillian Druck  
Superintendent's Office Address: 797 Bushwick Avenue, Room 300  
Superintendent's Email Address: ldruck@schools.nyc.gov  
Phone Number: 718-574-1100 Fax: 718-574-1245

**Borough Field Support Center (BFSC)**

BFSC: Brooklyn North Director: Bernadette Fitzgerald  
Director's Office Address: \_\_\_\_\_  
Director's Email Address: BFitzge2@schools.nyc.gov  
Phone Number: 718-935-3954 Fax: 718-935-2382

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Antoinette Tucci	*Principal or Designee	
Erik Schrynemakers	*UFT Chapter Leader or Designee	
Maria Gil	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Lisa Killelea	Member/ Teacher	
Jennifer Cruz	Member/ School Secretary	
Norberta Diaz	Member/ Parent	
Marina Limon	Member/ Parent	
Rachel Arriaga	Member/ Parent	
Genevieve Joseph	Member/ Parent	

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature (Blue Ink)</b>
	Member/	

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

#### **The Framework for Great Schools and CEP Development**



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

**Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

**Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

**Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

#### Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

The mission of P.S. 116 is to cultivate, nourish and enhance our students' self-image as life-long learners and to provide them with challenging opportunities and experiences. In an effort to achieve academic success and excellence, we encourage creativity and provide our students with the ability to embrace and develop a strong sense of community awareness and civic responsibility.

Our school serves Kindergarten through Grade 5. It is located in Bushwick, Brooklyn. The demographic diversity of our student body encompasses 93% Hispanic, 3% Black, 3% Asian and 1% White. English Language Learners (ELLs) comprise 25% of our population, while students with disabilities (SWDs) make up 20%. Boys account for 50% of the students enrolled and girls account for 50%. The diversity of our student body is an important educational resource that enhances the environment for learning.

We cultivate 'Strong Family-Community Ties'. The school community strategically aligns professional development, family outreach and student learning through the collaboration of outside agencies such as NYPD (Bully Program), FDNY (gifts to exceptional students), New York Psychotherapy and Counseling Center (NYPCC), and Hope Gardens, Penny Harvest, Asphalt Green (recess) and Wyckoff Hospital (Asthma Program). Further, we share a strong partnership with the Coalition for Hispanic Family Services. They are a very active and integral part of our school community. They facilitate an Arts and Literacy After School Program for Grades K-5. This program offers students interdisciplinary exposure to music, dance, visual arts, drama, yoga, martial arts, creative movement, media works, and Science using the arts. The arts and literacy program helps to cultivate critical thinking among our students. Their curriculum builds on the interests and strengths of the students. The program also provides participants with homework help and art therapy. Social services are provided to families in need through the Coalition for Hispanic Families.

We at P. S. 116 place a significant emphasis on the important roles that parents, families, and the community play in raising student performance and closing the achievement gap. We have an active PTA that engages in planning and facilitating educational, fun and engaging activities for students and families. They also support teachers and staff, fund events, organize and provide volunteer assistance when needed. We are constantly striving to maintain and develop the collaborative partnership between parents, families, the community and the school.

We are continuously working on providing our at-risk students with targeted assistance by using innovative practices, in the area of literacy-focusing on getting many of our teachers trained in various intervention programs, e.g. Fountas and Pinnell Guided Reading and Language Power. We have also added Mind Play, an intervention program using technology for our ELLs and Special Education students in self-contained and ICT classes. Additionally, we offer an after school program, Academy for Success, where at-risk students are provided with additional instruction in Literacy and Mathematics. This year we will be introducing a Saturday Academy. Here, our ELLs will be provided with supplementary focused instruction in the four language domains: listening, speaking, reading and writing. They will engage in guided practice and rich-language development activities. We recognize that the consistent provision of strategic entry points into the curricula, to address the needs of all learners, continues to be a challenge. This is a continued area of focus.

PS116K is a thriving school and community of learners. We are committed to our students, parents and teachers. We seek improvements in teaching and learning, we seek knowledge and reform, we seek information and researched based practices and we seek and aspire to be the very best. Our students deserve no less. Our teachers and administrators are eager to support our students and are continuously making changes and enhancements to their teaching practices. We embrace diversity, respect all cultures and communities and live by our motto – AIM HIGH, DO YOUR BEST AND BE CARING.



### 32K116 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	518	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	92.7%	% Attendance Rate		93.7%
% Free Lunch	80.7%	% Reduced Lunch		0.2%
% Limited English Proficient	25.5%	% Students with Disabilities		22.0%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		3.9%
% Hispanic or Latino	92.3%	% Asian or Native Hawaiian/Pacific Islander		2.7%
% White	0.8%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	5.17	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		2.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		11.05
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	18.1%	Mathematics Performance at levels 3 & 4		31.6%
Science Performance at levels 3 & 4 (4th Grade)	81.4%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
<b>Accountability Status – Elementary and Middle Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
<b>Accountability Status – High Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5A – Framework for Great Schools Element – Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

In a triangulation of the data from 2013-2014 and 2014-2015, we observed the following trends in relation to rigorous instruction.

- Data from the Title III Annual Measurable Achievement Objectives (AMAO) 1 (making progress) showed that the school met the AMAO 1 for 2012-013 and 2014-2015. It is projected that the school will meet the AMAO1 for 2015-2016. However, with current trends, AMAO 1 long term projections predict that the school will not meet AMAO 1 in 2016-2017. The data also discloses that the school has never met AMAO2 (achieving proficiency).
- In reviewing the School Quality Guide 2013-2014, the school’s Closing the Achievement Gap percentage for English Language Learners (ELLs) in English Language Arts (ELA) decreased from 36.2% in 2012-2013 to 16.1% in 2013-2014. This represents a 20.1% decrease in ELLs performance.
- The 2013-2014 New York State English as a Second Language Achievement Test (NYSESLAT) results revealed that only 30% of ELLs moved at least one performance level.

The school received a Proficient rating in the 2014-2015 Quality Review Report for its Instructional Core Across Classrooms: Indicators 1.1: Curriculum, 1.2: Pedagogy and 2.2 Assessment. This point to a need for improvement in the area of **Rigorous Instruction**. Though the school’s rigorous instructional programs were noted, there was an apparent need for ‘strategic entry points into the curricula and high quality supports and extensions for English language learners...’ This indicates that a more comprehensive and modified approach to the implementation of the rigorous curriculum is needed. Hence, this has become a priority and one of our primary areas of focus.

Our strength lies in professional collaborations, which strengthen our teachers’ instructional capacity, ‘contribute to school-wide coherence and result in effective classroom practices’, as referenced in the 2014-2015 Quality Review Report. Our school acquired a well-developed rating in quality indicator 4.2: Teacher teams and leadership development. However, to augment the trends indicated above, there is a need for teachers’ participation in professional development that will enhance the aspect of **Collaborative Teachers**. This will refine teaching strategies to ensure ‘strategic multiple entry point embedded into academic tasks...’, as suggested in the school’s 2014-2015 Quality Review Report. It will ensure that ELLs meet the performance requirements of the CCLS, NYSESLAT and New York State English Language Arts Assessment.

We recognize that rigorous instruction is at the core of helping students succeed. Thus, in order to help our ELLs reach a level of proficiency, meet the Common Core Learning Standards (CCLS) and the state test criteria, we need to

engage in an adjustment of instructional practice, allowing for a more customized and inclusive approach in grades K-5.

We received a well-developed rating for quality indicator 3.4: High Expectations. According to the Quality Review Report, our staff partners with families to ensure student progress and ‘effectively communicates the content knowledge and skills students are expected to attain.’ This bolsters our **Strong Family-Community Ties**. However, in an effort to attain improved student achievement in the acquisition of English Language, we need to provide parents with the knowledge and skills necessary to support their children in this area.

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all teachers instructing English Language Learners (ELLs) will implement targeted instructional strategies that will result in a 10% increase of ELLs moving one or more performance level as measured by the New York State English Language Arts Assessment.

**Part 3 – Action Plan**

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<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> <li>• Language Power, a language support program, will be used to provide rigorous instruction in the four language domains: listening, speaking, reading and writing.</li> <li>• Teachers will attend professional development provided by Ready Gen and other vendors. The</li> </ul>	<p>Students-ELLs</p>	<p>August 2015-June 2016</p>	<p>Administration, Teacher Team Facilitators, Classroom Teachers, IEP Teacher, SETSS Teacher, ELL provider</p>

<p>information and strategies will be turn-keyed to colleagues.</p> <ul style="list-style-type: none"> <li>• Teachers will be provided with professional learning opportunities relevant to instruction for ELLs.</li> <li>• Teachers will create curriculum maps aligning them to the Common Core State Standards as well as NYS standards to create instructional rigor and coherence.</li> <li>• Teacher Teams will collaborate to modify the curriculum to address the specific needs of ELLs.</li> <li>• Teacher Teams will collaborate to analyze student work and come up with strategies to support and meet the instructional needs of the students.</li> <li>• Administration will collaborate with teacher teams, giving critical feedback to support student learning. <ul style="list-style-type: none"> <li>• Administration will provide individual feedback on observation and student work to guide teachers' next steps in providing the supports and extensions needed by ELLs.</li> </ul> </li> </ul>			
<ul style="list-style-type: none"> <li>• Response to Intervention will be implemented to provide support to students who are performing below grade level, beginning in September.</li> <li>• There will be an emphasis on small group instruction in an effort to address the learning gaps and meet the academic needs of ELLs in the classroom.</li> </ul>	Students-ELLs	September 2015-June 2016	Teachers
<ul style="list-style-type: none"> <li>• A Saturday Academy will be introduced to provide additional instructional support for ELLs.</li> </ul>	Students-ELLs	December 2015-May 2016	Teachers
<ul style="list-style-type: none"> <li>• Parents will be provided with workshops on how to support their children learning in Reading and Writing.</li> <li>• On-going outreach will occur, to families, about student performance and progress.</li> </ul>	Students-ELLs, Families	September 2015-June 2016	Administration, Teachers, ELL provider

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> <li>• Time will be set aside for professional learning opportunities and professional development during grade planning and city designated professional development days.</li> <li>• Teachers will be provided with common preps to allow for collaboration (lesson planning, data review, and interventions).</li> </ul>

- Relevant professional learning opportunities will be offered on Mondays during the 80 minute school -based professional development block.
- Schedules will be adjusted and substitutes will be used to enable classroom teachers and ELLs providers to attend external Professional Development.
- Language Power, a language support program, will be used to provide rigorous instruction in the four language domains: listening, speaking, reading and writing.
- Title I and Title III funding will be used to augment parent involvement and provide teachers with professional development.
- Title III funding will be used to fund the Saturday Academy.
- Parents will receive guidance and instructional directives during PTA meetings, as well as additional meetings as necessary.

**Part 4b.** Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	X	Title III, Immigrant
X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

#### Part 5 – Progress Monitoring

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, teachers' implementation of rigorous targeted instructional strategies will result in a 5% increase in student growth based on Teachers College (TC) Running Records.

**Part 5b.** In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5B – Framework for Great Schools Element – Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Based on the School Quality Guide 2013-2014, the school’s Closing the Achievement Gap percentage for Students with Disabilities (SWDs) in mathematics was 16% as compared to 9.3 % in 2012-2013. This represents a 6.7 % increase. Current Go Math! data from the mid-year assessment reveals that 16% of SWDs (grades 3-5) are on grade level. Conversely, the School Quality Guide 2014-2015 also shows that our Closing the Achievement Gap percentage for ELLs in mathematics (grades 3-5) was 38.3% as compared to 38.7% in 2013-2014. This reflects a .4% decline. Additionally, the current, Go Math! Mid-Year assessment data for ELLs (grades 3-5) discloses that only 13% of ELLs are on grade level. Corroborating these results, the school received a Proficient rating for indicators 1.1 and 1.2 in the 2014-2015 Quality Review Report. While the rigorous instructional programs were noted, there was an apparent need for ‘strategic entry points into the curricula, high quality supports and extensions for English Language Learners and Students With Disabilities education’. This point to the need for a more comprehensive implementation of the math curriculum. This is one area that we deem significant. It is an area of continued focus.

Our strength lies in professional collaborations, which strengthen our teachers’ instructional capacity, ‘contribute to school-wide coherence and result in effective classroom practices’, as referenced in the 2014-2015 Quality Review Report. Our school acquired a well-developed rating in quality indicator 4.2: Teacher teams and leadership development. However, to augment the trends indicated above, there is a need for teachers’ participation in professional development that will enhance the aspect of **Collaborative Teachers**. This will refine teaching strategies to ensure ‘strategic multiple entry point embedded into academic tasks...’, as suggested in the school’s 2014-2015 Quality Review Report. It will ensure that SWDs and ELLs meet the performance requirements of the CCLS and the NYS math assessment criteria. Further, we recognize the need to engage in an adjustment of instructional practices, allowing for a more customized and inclusive approach. This will increase the level of **Rigorous Instruction** in mathematics (grades 3-5).

In an effort to further address and meet the mathematical needs of every student in the classroom, we acknowledge the need for an emphasis on tailored small group instruction. This will provide a **Supportive Environment** that will ameliorate the mathematical ability of students.

We received a well-developed rating for quality indicator 3.4: High Expectations. According to the Quality Review Report, our staff partners with families to ensure student progress and ‘effectively communicates the content knowledge and skills students are expected to attain.’ This bolsters our **Strong Family-Community Ties**. However, in an effort to attain improved student achievement in mathematics, we need to provide parents with the knowledge and skills necessary to support their children in mathematics.

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**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, teachers instructing Students With Disabilities (SWDs) and English Language Learners (ELLs) in mathematics will implement targeted instructional strategies that will result in a 5% growth percentile increase of students’ performance , as measured by the New York State Mathematics Assessment.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<ul style="list-style-type: none"> <li>• Go Math! resources will be used to provide students with rigorous and targeted instructional strategies.</li> <li>• Teachers will attend professional development sessions provided by Go Math and other vendors. The information and strategies will be turn-keyed to colleagues.</li> <li>• Teachers will create curriculum maps aligning them to the Common Core State Standards as well as NYS standards to create instructional rigor and coherence.</li> <li>• Teacher Teams will collaborate to modify the curriculum to address the specific needs of students.</li> <li>• Teacher Teams will collaborate to analyze data and come up with strategies to meet the instructional needs of the students.</li> </ul>	<p>Students-SWDs, ELLs</p>	<p>August 2015- June 2016</p>	<p>Administration, Teacher Team Facilitators, Classroom Teachers, IEP Teacher, SETSS Teacher</p>

<ul style="list-style-type: none"> <li>• Teachers will provide ongoing support for students through differentiated instruction with the use of RTI model.</li> <li>• Administration will collaborate with teacher teams, giving critical feedback to support student learning.</li> <li>• Individual feedback on observation and student work will be given to guide teachers' next steps.</li> </ul>			
<ul style="list-style-type: none"> <li>• Intervention strategies provided by Go Math program, will be implemented.</li> </ul>	Students-SWDs, ELLs	September 2015-June 2016	Teachers
<ul style="list-style-type: none"> <li>• There will be an emphasis on small group instruction in an effort to address the learning gaps and meet the academic needs of SWDs and ELLs.</li> </ul>	Students-SWDs, ELLs	September 2015-June 2016	Teachers
<ul style="list-style-type: none"> <li>• Parents will be provided with workshops on how to support their children learning in Mathematics.</li> <li>• On-going outreach will occur, to families, about student performance and progress.</li> </ul>	Students-SWDs, ELLs, Families	September 2015-June 2016	Administration, Teachers

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> <li>• Time will be set aside for professional development and professional learning opportunities during grade planning and city designated professional development days.</li> <li>• Relevant professional learning opportunities will be offered on Mondays during the 80 minute school -based professional development block.</li> <li>• Teachers will be provided with common preps to allow for collaboration (lesson planning, data review, and interventions).</li> <li>• Schedules will be adjusted and substitutes will be used to enable classroom teachers and ELLs providers to attend external Professional Learning Opportunities.</li> <li>• Go Math! resources will be used to provide students with rigorous and targeted instructional strategies.</li> <li>• Parents will receive guidance and instructional directives at PTA meetings, as well as additional meetings as necessary.</li> <li>• Title I funding will be used to augment parent involvement and provide teachers with professional development.</li> </ul>											
<b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	X	Title III, Immigrant
X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2015, teachers' implementation of rigorous targeted instructional strategies will result in a 5% growth of the SWDs and ELLs performance in mathematics as measured by the middle of the year Go Math! Assessment.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5C – Framework for Great Schools Element – Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Results from the 2013-2014 ELA State Assessment reveals that only 18% of students were at levels 3 or 4. Compared to the 2012-2013 results of 15%, this represents a 3% increase. However, 24% of students in district 32 received level 3 or 4 in the 2013-2014 ELA State Assessment. This was a 7% increase for the district, when compared to the 2012-2013 results of 17%. This reveals that the school’s passing rate is 6% less than that of the district and the rate of improvement is 4% less than that of the district. Further, results from the administration of March 2015 TC Running Record revealed that 47.5 % of our students were reading below grade level. This represents a 13.1 % shortfall of our 2014-2015 CEP goal of 60.6%. This triangulation of data suggests the need for a concentrated effort on the provision of effective classroom reading instruction. We recognize that more time needed to be included in the daily scheduled to redress the deficiency of reading stamina and ‘higher order skills’ as indicated in the 2014-2015 Quality Review Report. The application of guided reading and an adaption of instruction, making changes designed to meet the needs of all students, is essential in preparing the students to meet the CCLS and State test criteria.

Our school acquired a well-developed rating in quality indicator 4.2: Teacher teams and leadership development. Our strength lies in professional collaborations, which strengthen our teachers’ instructional capacity, ‘contribute to school-wide coherence and result in effective classroom practices’, as referenced in the 2014-2015 Quality Review Report. However, to augment the trends indicated above, there is a need for teachers’ participation in professional development that will further enhance the aspect of **Collaborative Teachers**. This will refine teaching strategies on effective application of guided reading.

In an effort to further address and meet the reading needs of every student in the classroom, we recognize the need for an emphasis on tailored small group instruction. Thus, providing a **Supportive Environment** that will ameliorate the reading stamina and comprehension ability of students.

Bolstering our **Strong Family-Community Ties**, we received a well-developed rating for quality indicator 3.4: High Expectations. According to the Quality Review Report, our staff partners with families to ensure student progress and ‘effectively communicates the content knowledge and skills students are expected to attain.’ However, in an effort to attain improved student achievement in reading, we need to provide parents with the knowledge and skills necessary to support their children in reading.

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, M measurable, Achievable, Relevant, and Time-bound.

By June 2016, all teachers in grades K-5 will implement guided reading instruction by explicitly teaching and reinforcing guided reading strategies, which will result in a 15% increase of students reading at or above grade level as measured by TC Running Records.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<ul style="list-style-type: none"> <li>• Fountas &amp; Pinnell Leveled Literacy Intervention program will be used to provide students with rigorous and targeted guided reading instruction.</li> <li>• Teachers will receive professional development on effective application of guided reading instruction.</li> <li>• Teachers will receive professional learning regarding the proper administration of, analysis of, and formative planning based on running records.</li> <li>• Teachers will develop strategies to help students accomplish their reading goals.</li> <li>• Teacher Teams will collaborate to analyze data and come up with strategies to meet the instructional needs of the students.</li> <li>• Administration will collaborate with teacher teams, giving critical feedback to support student learning.</li> <li>• Individual feedback on observation and student work will be given to guide next steps.</li> </ul>	<p>Students- K-5</p>	<p>August 2015- June 2016</p>	<p>Administration, Teacher Team Facilitators, Classroom Teachers, IEP Teacher, SETSS Teachers</p>

<ul style="list-style-type: none"> <li>• Response to Intervention will be implemented to provide support to students who are performing below grade level, beginning in September.</li> </ul>	Students- K-5	September 2015-June 2016	Teachers
<ul style="list-style-type: none"> <li>• There will be an emphasis on small group instruction in an effort to address and meet the academic needs of every student in the classroom.</li> </ul>	Students- K-5	September 2015-June 2016	Teachers
<ul style="list-style-type: none"> <li>• Parents will be provided with workshops on how to support their children learning in Reading.</li> <li>• On-going outreach will occur to families, about student performance and progress.</li> </ul>	Students- K-5, Families	September 2015-June 2016	Administration, Teachers

#### **Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> <li>• Time will be set aside for professional development and professional learning opportunities during grade planning and city designated professional development days.</li> <li>• Relevant professional learning opportunities will be offered on Mondays during the 80 minute school -based professional development block.</li> <li>• Teachers will be provided with common preps to allow for collaboration (lesson planning, data review, and interventions).</li> <li>• Schedules will be adjusted and substitutes will be used as coverages to allow classroom teachers and ELLs providers to attend external Professional Learning Opportunities.</li> <li>• Fountas &amp; Pinnell Leveled Literacy Intervention program will be used to provide students with rigorous and targeted guided reading instruction.</li> <li>• Parents will receive professional guidance and instructional directives during PTA meetings, as well as additional meetings as necessary.</li> <li>• Title I funding will be used to augment parent involvement and provide teacher professional development.</li> </ul>											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

#### **Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, teachers’ implementation of guided reading strategies will result in a 10% growth of students reading at or above grade as measured by the January TC Running.
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.



**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5D – Framework for Great Schools Element – Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

**Part 1 – Needs Assessment**

<ul style="list-style-type: none"> <li>• Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.</li> <li>• Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>

**Part 2 – Annual Goal**

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5E – Framework for Great Schools Element – Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

**Part 1 – Needs Assessment**

<ul style="list-style-type: none"> <li>• Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.</li> <li>• Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>

**Part 2 – Annual Goal**

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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**Section 6: Academic Intervention Services (AIS)**

**(Required for All Schools)**

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	At risk students as determined by New York State English Language Assessment scores, Ready Gen baseline, Teachers College Running Record results	<p><b>Mind Play Reading Program-</b> A reading coach technological program that provides differentiated and targeted instruction based on student needs. It provides interactive lessons, direct, explicit, and systematic instruction. The instructional delivery is automated and adaptive. The program also delivers scaffold instruction and remediation with immediate and specific feedback to students</p> <p><b>Fountas &amp; Pinnell Leveled Literacy Intervention</b> -A small group, supplementary literacy intervention that utilizes systematically designed lessons and original, engaging leveled books to help students. It expands their knowledge of language and words with the aim of bringing students to grade level</p>	<p><b>Individual (one-to-one) and small group</b> instruction provided to Level 1 students in grades 3-5</p> <p><b>Small group</b> instruction provided to student in grades 3-5</p> <p><b>Small group</b> tutoring provided to our Level 1 and 2 students in grades K-5</p> <p><b>Individual (one-to-one) and Small group</b> instruction to help AIS and below grade level students</p> <p><b>Individual (one-to-one) and Small group</b> instruction provided to student in K-5</p>	<p>During regular school hours</p> <p>During regular school hours</p> <p>During regular school hours</p> <p>During regular school hours</p> <p>After school on selected days 2:30 PM – 3:45 PM</p>

		<p>achievement in reading</p> <p><b>Language Power</b> - A highly differentiated program that supports the needs of our ELL and at-risk students. It provides rigorous instruction in the four language domains: listening, speaking, reading and writing. It consists of standards-based lessons that cover a variety of genres, subjects and high-interest topics. Students are provided with guided practice and rich-language development activities</p> <p><b>Differentiated Instruction in the classroom</b> -Each teacher provides differentiated instruction through conferences, strategy lessons, technology, and guided reading to all students in grades K-5)</p> <p><b>Title 1 Afterschool Academic Program</b></p>		
<b>Mathematics</b>	At risk students as determined by New York State Math Assessment scores, Go Math baseline assessment results	<b>Differentiated Instruction in the classroom</b> - Each teacher provides differentiated instruction through conferences, strategy lessons, technology, and guided reading to all students in grades K-5.	<b>Individual (one-to-one)</b> and <b>Small group</b> instruction to help the AIS and below grade level students.  <b>Small group</b> instruction	During regular school hours  During regular school hours

		<b>Go Math intervention</b>		
<b>Science</b>	At risk students as determined by the results of in school Science assessments	<b>Differentiated instruction</b> by the Science cluster teacher and classroom teachers during the regular day in Grades K-5  <b>After School Science Academy Program</b> for Grade 4 students	<b>Individual (one-to-one)</b> and <b>Small group</b> instruction to help the AIS and below grade level students  <b>Individual (one-to-one)</b> and <b>Small group</b> instruction	During regular school hours  After school on selected days 2:30 PM – 3:45 PM
<b>Social Studies</b>	At risk students as determined by beginning of year assessment	<b>Differentiated instruction</b> by the classroom teacher.	<b>Individual (one-to-one)</b> and <b>Small group</b> instruction to help the AIS and below grade level students	During regular school hours
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	At risk students as determined by Guidance Counselor, School Psychologist, Social Worker	<b>Guidance:</b> Small group and individual intervention provided to students focusing on social and coping skills, feelings, character education, and career awareness. Guidance is trained in Peer Mediation and Conflict Resolution  <b>Social Worker</b> includes talk therapy, role modeling, and play therapy  <b>School Psychologist</b>	<b>Individual (one-to-one)</b> and <b>Small group</b> services to at-risk students  <b>Individual (one-to-one)</b> and <b>Small group</b> services to at-risk students  <b>Individual (one-to-one)</b> and <b>Small group</b> : Provides mandated services only.	During regular school hours  At least once per week during regular school hours  During regular school hours

**Section 7: Title I Program Information**

**Directions:**

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

**Part 1: Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**Part 2: All Title I Schools**

**2a. 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>Principal will follow the policies set forth by the Department of Education to ensure that the selection of highly qualified teachers follows guidelines set by the New York City Department of Education. Payroll Secretary and administrators work collaboratively with Human Resource personnel to ensure that all requirements are met before teachers are hired.</p> <p>Administration supports and fosters the development of highly-qualified professionals through:</p> <ul style="list-style-type: none"> <li>• The promotion of a shared belief in excellence and peer support</li> <li>• The utilization of teachers who specialize in Mathematics, Science, Reading and Writing to support and collaborate with their colleagues in best practices</li> <li>• The assignment of Highly Effective Teachers as mentors to new teachers</li> <li>• The provision of quality mentoring with individualized support in areas including, but not limited to: effective planning, questioning and discussion and classroom management</li> <li>• The provision of professional development to all teachers in the Citywide Instructional Expectations by Teacher Facilitators and administration</li> <li>• The provision of support to teachers in the CCLS for curriculum mappings and lesson plans by Teacher Facilitators</li> <li>• Providing the opportunity for teachers to attend professional development sessions provided by the City and other vendors</li> <li>• A focus on professional development that targets teacher growth, curricula development and student awareness</li> <li>• Frequent verbal and written feedback to improve teaching practice</li> <li>• Emphasizing the school's mission and clearly established expectations</li> </ul>

- The promotion of leadership

**2b. High Quality and Ongoing Professional Development**

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

- Citywide professional development for Ready Gen, Go-Math! and Danielson Framework for Teaching
- Differentiated professional learning opportunities offered weekly, Mondays’ 80-minute school -based professional development block
- Teacher Facilitators provide specific PD based on teachers’ needs in all content areas
- Teacher Facilitators and administrators provide PD on Danielson Framework for Teaching, Citywide Instructional Expectations and CCLS
- The sharing of best practices
- Intervisitations, learning walks and observations with feedback
- Mentoring systems are in place for newly hired teachers

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**3b. 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).

**Part 4: SWP Schools Only**

**4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Assisting preschool children from early childhood to the elementary school program involves the following:

- Flyers are sent to parents introducing the school and announcing registration

- School tours are facilitated in the Spring
- A parent orientation is held. It provides parents and guardians with valuable information that will help them support their child's transition into elementary school
- During orientation a preparatory packet is provided for the students. The packet includes a Leap Frog Letter Factory DVD, a book of learning activities and preparative worksheets
- A mailed envelope is sent to parents. It includes a welcoming letter informing the parents/guardians of the first day of school procedures, their child's assigned class and ID name tags
- Routines that children will use during the year are established, ex. Where children will be picked up at the end of the day, where children will eat lunch, etc.
- Core Knowledge literacy program is utilized in Kindergarten to provide children with the background knowledge and skills they need for listening, speaking, reading and writing

#### **4b. Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Administrators and teachers meet together to discuss the appropriate multiple assessments used in school. Professional Development is provided by Administrators and Lead Teachers on how to use assessments correctly. We collect and collaborate to analyze assessments. Common findings are noted. A memorandum is sent to teachers informing them about the results and instructing them to put into practice specific suggestions resulting from the common findings. Also, professional learning opportunities are offered to support the understanding, sharing, reviewing and analyzing of data. Through this, students can be targeted for intervention and curriculum can be revised to implement strategic tasks, benchmarks and outcomes.

#### **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 codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) 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 consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	481,468.00	X	section 5 Part 4b
Title II, Part A	Federal	143,223.00	X	Section 5 Part 4b

Title III, Part A	Federal			
Title III, Immigrant	Federal	15,028	X	Section 5 Part 4b
Tax Levy (FSF)	Local	2,782,705.00	X	Section 5 Part 4b

**<sup>1</sup>Explanation/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.

<sup>2</sup>The **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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

**Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**  
***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school’s policy.

Your school’s Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

**Parent Involvement Policy (PIP)**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. P.S. 116 Elizabeth L. Farrell 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 the school and the families. The 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 the school community. P.S. 116 Elizabeth L. Farrell 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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, School Quality Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> 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;

The 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;
- 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 (SPC)**

P.S. 116 Elizabeth L. Farrell, 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 on assessments.

#### **I. School Responsibilities:**

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;

- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to 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.

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

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>60</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>5</u>
# of certified ESL/Bilingual teachers: <u>3</u>
# of content area teachers: <u>2</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Saturday Academy for success for Grades 3-5 ELLs will begin December 12 through April 16, 2016. The program will be held every Saturday from 8:30 - 12:30. All ELLs have been invited, including newcomers as well as SWDs that are ELLs as well in Grade s 3 through Grade 5 . T he following proficiency level ELLs are trageted, Entering (13), Emerging (13), and Transitioning (24). The above mentioned three classes will be taught by certified ESL teachers. The two content area teachers we have included are music and art. They will rotate every other week with regards to music and art. Art will be implemented from 11:30-12:30; Music will be implemented from 10:30-11:30 & 11:30- 12:30. To continuously maintain quality and interest of students attending the Saturday Academy we decided to incorporate the arts curriculum . Each ESL class will have an hour of art or music and thus provide planning time for teachers as well during that time.

- Language of instruction will be in English. Five certified teachers will be utilized, three ESL teachers, one music teacher and one art teacher . Language Power, a flexible and portable program will address unique challenges that English language learners are faced with . This highly differentiated and rich instruction resource is anchored by a dynamic, level-appropriate text set that provides rigorous instruction in the four language domains: listening, speaking, reading, and writing. The NYSESLAT books will be purchased for Grades 3-5 students attending the academy as an extra resource. Teachers will have access to AWARD READING, an on-line resources as well as the physical materials to use with our ELLs.

- During the academy, 3 hours will be focused on ELA /ENL instruction such as guided reading, writing (across content areas) as well as address the use of language. One hour will be used for the arts to be incorporated in to the ELL program. The ESL teacher will remain with the arts teacher.

- Saturday Academy teachers will have data regarding the students reading levels and will work on strategies that will help them to become better readers. All four modalities will be integrated into every content area for best practices. ELL teachers will work on modalities that students are weak in, they will use the RLAT/ITEL data provided to them.

- Guided Reading will be done in groups of 5/6 students for grades 3-5, 25-30 minutes intervals, while that is going on students will be given time to read independently to increase stamina and/or other activities that include writing, use of technology, and not limited to other content areas.

## Part C: Professional Development

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

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

### Part C: Professional Development

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

\*ELA/Math Planning Sessions- Provided by S. Forestal and L. Killilea (September 2015 -June, 2016; 2:30-3:45 ) Revision of Curriculum for ReadyGen Aligning to Common Core (All year long) including DOK, as well as points of entry for our ELLs and Special Needs students

Understanding the ITA ELA/MATH - September-October 2015 (Coaches: S. Forestal/L.Killilea)

Understanding the TCRR/DATA - September -October 2015 (Data Specialist: J. Chen)

Understading the RLAT DATA- Septebmer -October 2015 (Data Specialist: J. Chen)

AMAO - October - November 2015 (Data Specialist: J. Chen)

•Workshops provided by the DOE and Superintendents and other associations relating to ELLs are recommended for teachers to attend throughout the school year (Ms. Rosario/Ms. Chen).

Professional development will be partially funded by Title III.

- September 2015 – June 2016 Inquiry Team meeting, Tuesdays;

January - March 2016 NYSESLAT Training - (K-5 Teachers) - I. Rosario/J. Chen (ELL Teachers)

- Staffs members are supported by the literacy/math lead teacher as well as being sent to professional developments to further their knowledge of ELLs. Our ESL teachers Ms. Rosario and Ms. Chen provide information to teachers as they are sent to meetings to turnkey any and all pertinent information. The Superintendent provides many customized trainings on areas that teachers need support in. Staff is also provided with a history of the state exams as well as portfolios of students that are transitioned from one grade/ school level to another.

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

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

### Part D: Parental Engagement Activities

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

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

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

- Health
- Social Services
- Housing
- Promotional policy for ELLs

### Part D: Parental Engagement Activities

- Assessment for ELLs
- Homework help

#### Parent Involvement Through the School:

- 
- Monthly meetings with the PTA and Parent Coordinator to discuss concerns that parents might have.
- Student of the Month participation from students, parents, and teachers which includes a class that performs to further encourage parent involvement.
- Workshops such as:
  - Welcome Orientation of ELLs- September 17, 2015 from 9-10:30 (Hosed by J. Chen/I. Rosario/M. Davila)
  - Bring Your Dad to School (Father's) 9.22. 15 from 9-11 (Hosted by S. Page)
  - Other Parent Meetings : November 2015-June 2016 - (Hosted by S. Page) - TBD
  - 
  - ELL Orientation -January 2016 9-10:30- Reviewing Programs and Choices - (Hosted by J. Chen/I. Rosario/M. Davila)

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

### Part E: Budget

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

Allocation Amount: \$15028

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"> <li>• Per session</li> <li>• Per diem</li> </ul>	<u>3 ELL Tchr *4 hrs each*14 sessions*\$44.12/ hr= \$7,412.16</u> <u>1 art tchr*1 hr*14 sessions*\$44.12/hr= \$617.68</u> <u>1 music tchr *2 hrs* 14 sessions *\$44.12/hr=\$1,235.36</u> <u>1 supervisor*4hrs*14 sessions *\$51.71/hr=\$2,895.76</u>	<u>\$12,160.96</u>
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula,</li> </ul>	<u>Continental NYESLAT Test Material</u>	<u>\$2,867.04</u>

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$15028

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
instructional materials. <ul style="list-style-type: none"><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	<b><u>\$15,028</u></b>

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

District <b>32</b>	Borough <b>Brooklyn</b>	School Number <b>116</b>
School Name <b>Elizabeth L. Farrell</b>		

### B. Language Allocation Policy Team Composition

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 ENL teacher, and one parent.

Principal <b>Antoinette Tucci</b>	Assistant Principal <b>Debbie Diaz &amp; Otis Benjamin</b>
Coach <b>Sharomal Forestal</b>	Coach <b>Lisa Killilea</b>
ENL (English as a New Language)/Bilingual Teacher <b>Ivelisse Rosario</b>	School Counselor <b>Frances Diaz</b>
Teacher/Subject Area <b>Hilcia Almonte/Science</b>	Parent <b>Norberta Diaz</b>
Teacher/Subject Area <b>Caneia Wise/ICT Teacher</b>	Parent Coordinator <b>Serena Page</b>
Related-Service Provider <b>Sara Chapland</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>Lillian Druck</b>	Other (Name and Title) <b>type here</b>

### C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	<b>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>5</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>1</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>2</b>	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	<b>2</b>	Number of special education teachers with bilingual extensions	<b>1</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>509</b>	Total number of ELLs	<b>130</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	K <input checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" type="checkbox"/>
	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

### This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	130	<b>Newcomers</b> (ELLs receiving service 0-3 years)	100	<b>ELL Students with Disabilities</b>	30
<b>SIFE</b>	2	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	30	<b>Long-Term</b> (ELLs receiving service 7 or more 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.

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	100	2	20	30	0	10				0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 3

## 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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

**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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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	35	21	23	13	21	16								0
Chinese			1											0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)	0	3	1	2	6	1								0
<b>Emerging</b> (Low Intermediate)														0
<b>Transitioning</b> (High Intermediate)	7	8	4	2	3	1								0
<b>Expanding</b> (Advanced)	12	12	12	6	12	7								0
<b>Commanding</b> (Proficient)	1	6	6	2	9	5								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	0	0								0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	5	14	13	6	12	10								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	12	2	1	0	0
4	24	3	0	0	0
5	9	2	0	1	0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	5	1	8		2		0		0
4	23	2	4		0		1		0
5	5		5	1	1		1	1	0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	1	2	10		16		1	0	0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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:**

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

PS 116K is taking a data-driven approach to improving student performance, using item analysis, portfolio assessment, and other indicators to identify and address weaknesses and target areas for growth on a continuous basis. Ongoing assessments are both formal and informal. These assessments include, but are not limited to, MOSL Performance Task, NYSESLAT, NYS ELA and NYS Math, NYSESLAT, TCRWP Running Records, ReadyGen (Unit Assessments/Performance Based Task), Go Math! Chapter and Unit Assessments, individual teacher notes and informal assessments. In addition, the data on the Annual School Report Card, Progress Report, and ATS is utilized to determine trends in academic performance as well to better address student needs school-wide.

In a triangulation of the data from 2013-2014 and 2014-2015, we observed the following trends in relation to rigorous instruction.

- Data from the Title III Annual Measurable Achievement Objectives (AMAO) 1 (making progress) showed that the school met the AMAO 1 for 2012-013 and 2014-2015. It is projected that the school will meet the AMAO1 for 2015-2016. However, with current trends, AMAO 1 long term projections predict that the school will not meet AMAO 1 in 2016-2017. The data also discloses that the school has never met AMAO2 (achieving proficiency).
- In reviewing the School Quality Guide 2013-2014, the school's Closing the Achievement Gap percentage for English Language Learners (ELLs) in English Language Arts (ELA) decreased from 36.2% in 2012-2013 to 16.1% in 2013-2014. This represents a 20.1% decrease in ELLs performance.
- The 2013-2014 New York State English as a Second Language Achievement Test (NYSESLAT) results revealed that only 30% of ELLs moved at least one performance level.
- Based on the results of the 2014-2015 Quality Review Report, the school received a Proficient rating for indicators 1.1: Curriculum and 1.2: Pedagogy. Though the school's rigorous instructional programs were noted, there was an apparent need for 'strategic entry points into the curricula and high quality supports and extensions for English language learners...' This point to the need for a more comprehensive and modified approach to the implementation of the rigorous curriculum.

Rigorous instruction is at the core of helping students succeed. Therefore, in order to help the ELLs reach a level of proficiency, meet the Common Core Learning Standards (CCLS) and the state test criteria, there needs to be an adjustment of instructional practice,

allowing for a more customized and inclusive approach, and an increase of the levels of ELA instructional rigor in grades K-5.

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

For K-2, the modality that requires attention is writing. However, reading is another modality that seems to be a weak link. Therefore, we can conclude that our ELLs are not reading at grade level. For grades 3-5, the results are showing us that reading and writing is something that we need to focus and target. One positive indicator that our ELLs are making progress is the 20% of our ELLs achieved proficiency. The data shows that they are struggling more with the the reading and writing modalities. Based on the patterns across the four modalities instructional decisions will be affected. Teachers will focus on the modality that is weakest and plan accordingly.

Twenty-nine of our ELLs became proficient in the NYSESLAT. Our students are performing fairly similarly across all four modalities. However, one area we will be monitoring closely is reading. There is a weakness in that area in the lower grades. These students are offered after-school, Saturday, and Arts and Literacy for additional support.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The school uses the AMAO to assist in monitoring our progress in the NYSESLAT and to ascertain that we meet our targeted goals as well as to analyze the strengths and weaknesses of our ENL. The data reveals that 69.23% of our students made progress in English Language Acquisition. It is projected that the school will meet the AMAO1 for 2015-2016. However, with current trends, AMAO 1 long term projections predict that the school will not meet AMAO 1 in 2016-2017. The data also discloses that the school has never met AMAO2 (achieving proficiency).

4. For each program, answer the following:

- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

The 2013-2014 New York State English as a Second Language Achievement Test (NYSESLAT) results revealed that only 30% of ELLs moved at least one performance level. Based on the 2013-2014 NYSESLAT data the following patterns are revealed: Kindergarten 65% achieved Advanced and Proficiency levels, Grad 1 - 62%, Grade 2 - 78%, Grade 3 - 50%, Grade 4 - 70% , Grade 5 - 86%. Only a handful of our ELLs take the Science and Math in their home language. The ELLs that take the tests in their home language does not fare better than our ELLs that take it in English.

With a high number of ELLs taking the NYS exams as well as our special education population we need to improve on closing the achievement gap. Given this tremendous challenge with the new curriculum as well as testing specifications we will focus on our these subgroups closely. However, we need to be proud of the improvements and/or lack thereof because our teachers and students worked really hard and will continue to improve as we continue to meet the CCLS.

We currently do not administer the ELL periodic assessment. Therefore, the information is not available.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs.](#)]

Teachers will be using TCRR data, Unit assessments and other forms of check-in as comprehension checks. For Math it would be Higher Order Thinking (H.O.T.) questions as as Chapter and Unit assessments from GOMath!, other forms of check-ins will be used as well for comprehension check-in. We are still working on providing our at-risk students with targeted assistance by using innovative practices in the area of literacy focusing on getting many of our new teachers trained in various intervention programs, e.g. Triumphs and small group instructions. We continue to use the following intervention programs: AWARDS and Destinations for our ELLs and Special Education students both self contained and ICT classes. Our classroom teachers will continually differentiate and create groupings in the classroom to provide support for the 'at-risk' students as well as intervention. Tier 1 is the instructional core that is intended to incorporate high quality evidence-based instruction for all students. This includes instruction that has been shown to be effective for ELLs, and differentiation to meet students' diverse needs. Instruction for ELLs in English language development is provided at the Tier 1 instructional level. Students move into Tier 2 and Tier 3 if they demonstrate a need for more targeted and intensive academic support. This extra support can occur in the classroom, but also in separate settings with instruction focused on specific learning targets. Tier 2 and Tier 3 instruction should also be tailored to meet ELLs' language needs and should be incorporated into research-based intervention strategies.

Due to the lack of funds for AIS, our teachers will provide more differentiated instruction in the classroom and during inquiry they are meeting to look at data and to better target students for intervention, this will also address the the RTI Initiative. In addition, we have

Academy for Success After School program for grades 3-5 at-risk students as well as extended day and a Saturday Academy only targeting ELLs from K-5.

6. How do you make sure that a student's new language development is considered in instructional decisions?  
The child's second language development is considered in instructional decisions based on the child's ITTEL results and/or their NYSESLAT results. Teachers with ELLs, ESL teachers, and/or service providers are given all RLAT scores to determine which modality is weakest and/or strongest. The teacher scaffolds accordingly based on those assessments. With the Teachers College Reading Records assessments that we administer teacher can also gauge student's history/cultural background.

We have also greatly enhanced our classroom libraries to reflect a 50/50 (fiction/non-fiction) and students spend significant amounts of time building stamina for reading and sharpening their writing craft during their Literacy Blocks. Newcomers and ELLs are also afforded opportunities for second language development through reading in their Native Language. Math and other forms of support in Native Language and Content Area dictionaries are provided as well to classroom teachers of ELLs. Our ESL push-in/pull-out teacher confers with classroom teachers as well as provide feedback and best practices to our general education teachers to maximize student learning.

7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the target language?
  - b. What is the level of language proficiency in the target language for EPs?
  - c. How are EPs performing on State and other assessments?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
We have evaluated the success of our ELL programs through AMAO1 & 2, as well as our progress report and TCRR. We look at the progress and the number of ELLs that are reading at grade level.

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

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

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

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Students with interrupted/inconsistent formal education (SIFE) are ELLs who have attended schools in the United States (the 50 States and the District of Columbia) for less than twelve months and who, upon initial enrollment in such schools are two or more years below grade level in literacy in their home language and/or two or more years below grade level in mathematics due to inconsistent or interrupted schooling prior to arrival in the United States. Schools have 30 school days from initial enrollment to make an initial SIFE determination. Determining SIFE status begins at the time of the completion of the Home Language Identification Survey when the

parent is asked to indicate prior schooling. If there are indications within the ELL Identification Process that a student has had an interruption or inconsistency in their formal schooling, we will proceed with the SIFE Identification Process as outlined below for students who are newly identified ELLs, in grades 3 to 5, and at the beginner/entering or low Intermediate/emerging level of proficiency as indicated by the NYSITELL results

SIFE Identification Process:

1. Administer the oral interview questionnaire
2. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, administer the Literacy Evaluation for Newcomer SIFE (LENS). Initial SIFE status must be indicated in the DOE's data collection systems no later than 30 days from initial enrollment (BNDC). As per CR Part 154, schools have up to one year to make a final determination of SIFE status; therefore, initial SIFE identification within the 30 days may be modified for up to one year. SIFE status is removed once the ELL scores at intermediate/transitioning level or higher on the NYSESLAT.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

The identification for newly enrolled students with IEPs would be as follows: NYSITELL eligibility for students entering school with IEPs (from within the United States) must be based on the determination of the Language Proficiency Team (LPT). A qualified interpreter or translator of the language or mode of communication the parent or guardian best understands, must be present at each meeting of the LPT. These procedures must be used for initial entry into DOE schools or reentry after 2 years. The LPT determines whether the student should take the NYSITELL. The LPT should consider evidence of the student's English language development, including, but not limited to the following:

- The student's history of language use in the school and home or community
- The results of the individual evaluation of the student conducted in accordance with procedures in CR Part 200.4(b)(6), which includes assessments administered in the student's home language
- Information provided by the Committee on Special Education (CSE) as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English.

Based on the evidence, the LPT must make a determination as to whether the student may have second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. If the LPT determines that the student may have English language acquisition needs, the student must take the NYSITELL. If the LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal for review.

- The principal must accept or reject this recommendation
- If the principal rejects the recommendation of the LPT to not administer the NYSITELL, the NYSITELL is immediately administered to the student
- If the principal accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent or the superintendent's designee for a final decision. Additionally, the parent or guardian must be notified within 3 school days of the decision in the parent's/guardian's preferred language

The final decision is made by the superintendent or designee. The superintendent or designee has 10 school days to accept or reject the LPT's recommendation. If the superintendent determines that the student must take the NYSITELL, the school has 5 additional school calendar days to administer the NYSITELL (if necessary) and to notify the parent or guardian. The form titled Language Proficiency Team NYSITELL Determination Form must be completed and placed in the student's cumulative folder.

The LPT is comprised of the Ms. Tucci (principal), A. Kong (ELL Teacher), N. Tagliente (ICT Teacher), H. Ventruina (Gen. Ed.)SETSS/IEP teacher Ms. Chapland, Ms. Rosario, Ms. Chen and Mr. Benjamin (AP).

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

The individuals responsible for this process are as follows: J. Chen, I. Rosario, and/or M. Davila our ESL specialists. For most of our incoming Kindergarten students we tell the parents on the spot whether the child is eligible or not. We have the letters then and there for parents to sign. Once the child is tested our ESL teachers score immediately manually, we notify the parents through the phone and/or sent home with the child. The letters are then given to students to take home. Copies will be made to keep in-house for record keeping purposes. Another option that we can undertake would be to schedule an orientation on the fifth day of school to afford parents the opportunity to review the notification letters. The session would include a question and answer session as well.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

The individuals, responsible for this process are as follows: J. Chen, I. Rosario, and/or M. Davila our ESL specialists. Parents will be informed through the orientation on the fifth day or through another orientation session for any appeals they might have regarding their ELL status. Our parent coordinator is informed about this process and inform parents accordingly through her interactions with

them. If such a process occurs, all letters and files are kept in the students' cumulative folder. Copies will be made and placed in the ELL compliance binder in the Principal's office.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

The individuals, responsible for this process are as follows: J.Chen, I. Rosario, and/or M. Davila, ESL licensed teachers. They prepare a parent orientation as early as possible by the the 5<sup>th</sup> day of school. The orientation includes a preview of the program NYC offers and we explain the current programs that are available at PS 116K. We have sign-in sheets and sent letters out as well as inform the parent coordinator, Serena Page. For parents that do not attend the meetings we call and enter into a log. By the 10<sup>th</sup> day or so we sent home the Default Program Placement Letter/Letter Not Returned Form, ENL/ESL Program). We out-reach until the end of October until all forms are returned. Parent Coordinator assists in outreach as well as Ms. Rosario/Ms. Davila. During parent involvement time on Tuesdays.

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

Informational and question-and-answer sessions at most schools are provided through group orientations at the beginning of the year, in September, we normally have the ELL parent meeting by the 6<sup>th</sup> day of school. This is given to all Kindergarten as well as any newcomers (eligible child). However, we inform parents throughout the year in various ways, including one-on-one meetings, phone conversations, or through informational packets. Parent coordinators and other designated staff work closely with supervisors (Assistant Principals) and ELL specialists (ESL certified) to coordinate school events for ELLs.

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

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

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

The program selection forms are signed on the day of our ELL meetings in September for students that are registered in our school building. In other instances, where our incoming Kindergarten students are scheduled for testing, parents are placed on a lab-top to view the orientation video while a licensed pedagogue administrators the NYSITELL. For students that come in during the school year they are informed the different programs we have. Parents are able to view the video and understand the programs that are offered and NYSITELL scores are given to the parents to make the appropriate choices. The licensed pedagogues that will monitor and maintain these documents are Ms. Chen, Ms. Rosario, and Ms. Davila. The continuation of service letters are given out to classroom teachers in September to ensure that there is ample time for them to return these forms. We remind parents that come to the ELL workshop during the beginning of the school year and towards the end. If these forms are not returned, we will make sure that teachers are given extra forms during our curriculum night to ensure that they are returned in a timely manner. If a form is not returned, the default program at PS 116 is the Free Standing ESL Program. Most of program selection forms are not returned for

children that are interclassroom during the middle of the school year. Our dead-lines for the continuation of service letters are at the end of September. However, not all parents return them on time therefore, we collect them through-out the year.

We monitor this process by making copies of every document by class. Our ELL teachers monitor this process by making copies and placing them in a binder for all ELL compliance issues. Again, once we see a slight increase in number of parents requesting Bilingual, we inform the Parent Coordinator in case parents want further information. She will call to notify, if/and when the Bilingual Program becomes available.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
Our ELL teachers, Ms. Chen, Ms. Rosario, and/or Ms. Davila make appointments to have children tested in June and have parents sign the Parent Survey and Program Selection forms on the spot. While their child is being tested they are shown the video one on one. We hold an ELL Parent Orientation at the beginning of the school year as well, within the 5 day limit. For any students that we assess and have parents select their programs. Parents that do not attend get telephone calls from our Parent Coordinator as well as our ELL teachers to have those forms signed. If the parents are not reachable we then are left with no option except to send home the Default Program Placement form with all other ELL document letters to be sent home and signed.  
We continue to reach out to those parents through-out the year and during parent teacher conference as well to inform them of our ELL programs.
9. Describe how your school ensures that placement parent notification letters are distributed.  
Placement notification letters are distributed to the child during the 10 day period. The ELL Coordinator makes sure those letters are given out during the orientation meeting. Parents will then sign the notification that they have received all necessary documents.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
Our ELL teachers, Ms. Rosario, Chen, and Davila are responsible for maintenance of these records. Copies of documentation will be placed inside a compliance binder for all ELLs. The originals will be placed inside the students' cumulative folders, teachers will place them in tin cans inside their classrooms. HLIS is placed inside a child's cumulative folder. The principal and the ELL coordinator, has access to the ELL documents.  
However, in the upcoming year all these notifications will be kept inside the cumulative folders as well for better record keeping purposes.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
Our ELLs take the NYSESLAT annually. To ensure that all eligible ELLs take the exam we print out all necessary reports such as the RYOS, and the RLAT to cross reference student names. The ESL teachers and testing coordinator then go through the list to ensure that all students, including X-coded, are added to that list as well. Then, all newcomers including transfer students are double-checked to ensure that they are eligible for testing. Teachers and selected staff members (ESL teacher, AIS, SETSS, Administrator/Testing Coordinator, and Coaches) are trained to administer and score the NYSESLAT according to the state regulations.  
  
During orientation in September, we explain the process to parents regarding the program in its entirety. Once a child is eligible he or she must then become proficient in the NYSESLAT. Notifications are sent out regarding all test dates. For ELLs a notification is sent out for the NYSESLAT and the dates the test will take place. The automated phone service is utilized as well during that time. Monthly calendars are sent to parents as well with important information such as test dates.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
The ELL coordinator prepares them and distributes them by class and make sure they are dated and returned. Signatures are required once parents have read them. We keep them on file for record keeping purposes. However, not all parents return them on a timely manner. During curriculum night we try to
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).  
After reviewing the surveys for the past few years most parents want their child(ren) to be placed in an ESL, they do not want their child to be placed in a Bilingual program. 100% of our parents request ESL classes. The programs offered at PS 116 is aligned with parental requests. We inform parents the choices that the city offers and if parents choose Bilingual we keep that on file and if more than 12 parents request for such a program, the school will then make necessary arrangements to make sure parental requests are in compliance. This year, all parents that request the Bilingual Program will be pulled aside and/or written down on a report to ensure the proper accounting of parental requests for Bilingual classes. Trends are used to plan for future classes and/or needs of our students and parents.

# Part V: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
  - a. Freestanding ENL program.  
Instruction is delivered by self-contained and push-in/pull-out ESL teachers. PS 116 offers a Freestanding ESL Program. Our ESL program is offered through push-in/pull-out model for grades K-2 and 3-5. We created a predominately ELL class per grade to focus on students with special English language acquisition needs and heterogeneous children. In grades K-5, we have licensed ESL teachers serving our ELLs in a push-in/pull-out. In Kindergarten, 1st, 3rd, and 4th grades we have a self contained ESL class that is offered due to the large number of ELLs in that grade. Two ESL push-in/pull-out teachers will work collaboratively with the classroom teachers of ELL students providing the support the students need.
  - b. TBE program. *If applicable.*  
Paste response to questions here:
  - c. DL program. *If applicable.*  
Paste response to questions here:
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?  
For Mathematics, we have selected the GO MATH curriculum. Evidence and argument is a focus of the school with regards to the CCLS as well as the CityWide Expectations. We use the Harcourt Science curriculum for grades 3-5 and FOSS for grades K-2. For Social Studies, we have textbooks for all the grades and in previous year, the leveled libraries are used to align with the NYS standards accordingly. Self contained classrooms teachers teach using ESL approaches throughout the course of the day. The ELLs will continue to receive after-school and Saturday Academy that target ELLs, to provide them with additional ESL academic intervention services with a primary focus on Principle 2: Academic Rigor. Integration of ESL strategies into the Literacy Block in self-contained ESL classrooms with the use of leveled libraries in English. In some cases with newcomers, the push-in/pull-out teacher will provide extra support.  
  
Our self-contained students receive the maximum number of ELL requirements and more during the day. Our push-in/pull-out ESL teachers provide all required units of ESL periods to our ELLs. For Beginners and Intermediate students we provide 2 units (360 minutes) and for Advanced students we provide 180 minutes of ESL instruction. Sessions are made-up if and/or teachers or students are absent to adhere to all CR-Part 154 regulations. The former ELLs as mandated by the CR-Part 154 part II, will be serviced 90 minutes a week.  
  
Teachers deliver lessons that foster English language development (i.e. Book Talks, Turn and Talk, Shared/Partner Reading, Read Aloud, Oral Reports, Close Reading of Passage, etc.). Teachers also provide additional opportunities and materials to foster oral language development and to assist students in achieving proficiency in English with a focus on Principle 4: Explicit English as a Second Language (ESL) and English Language Arts (ELA). Learning experiences made comprehensible for students through specific pedagogical techniques; opportunities for classroom discourse and interaction that are well-designed to enable them to develop communicative strengths in language arts; on-going assessment and feedback to guide their learning; consistent use of higher order thinking and learning skills.

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

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

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

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

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

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

Classroom teachers know which students are ELLs and the Individual Student Reports clearly informs teachers what the student weaknesses and strengths are. Part of the CCLS is to address Listening and Speaking, therefore, all activities ensure that such is taking place. Accountable Talk which involves groups and partners takes place daily. Teachers are facilitating as well as guide them when necessary. Teachers are formally and informally addressing these two modalities by observations and/or quizzes and tests. As well as through project based and presentations. Teachers are monitoring progress through conferences and/or notes. Performance Tasks are done at the end of every Unit in ReadyGen. The four modalities are evaluated through the Teachers College Running Records, all four modalities are addressed in the assessment. We do that five times a year. The BOY/EOY are formal based on the MOSL, in between we do informal assessments where teachers are assessing each child. There is a total of five such assessments through out the year.

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

6. How do you differentiate instruction for each of the following ELL subgroups?

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

enrichment programs.

b) For our ELLs that have been identified as newcomers (1-3 years), we have offered them bilingual programs if they are available and/or placed them in the self-contained or designated ELL classroom, where the ESL teachers push-in to provide extra

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

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

as afterschool. The teachers and the push-in/pull-out provider will provide small group instruction.

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

e) As mandated by the CR-Part 154 all former ELLs will be serviced within the classrooms using the push-in/pull-out model. Either through content and/or ELA. They will be serviced 90 minutes per week. Scheduling will be flexible.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [\*ELL Policy and Reference Guide, Re-Identification of ELL Status\*](#) section.

During the re-identification process, the student will continue be serviced as an ELL until a final decision has been reached.

Academic progress will be monitored by the ELL teacher, as well as classroom teacher to ensure the child is making progress. The Re-identification Process is addressed during the ELL Orientation, schools, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment only) that the ELL Identification Process be administered a second time. Once parents requests have been received the school will take steps to re-identify the ELL and it will be completed within 10 school calendar days of receipt of written notice; however, if the CSE must be consulted, the process must be completed within 20 school calendar days. Steps to follow for re-identification process is as follows

based on CR-Part 154.

1. School receives written request to initiate the Re-identification Process (e.g., parent writes letter to principal).

2. The school reviews all documents related to the initial or reentry identification process detailed above.

3. School reviews the student's work in English and in the home language.

4. School may administer the NYSITELL to the student if the original determination was that the student should not be administered

the NYSITELL. Under no circumstances can the Re-identification Process include a second administration of the NYSITELL.

5. School consults with parent or guardian.

6. School conducts and reviews the results of a school-based assessment, administered by qualified personnel as defined by CR Part

154-2.2(u)4, of the student's abilities in listening, speaking, reading and writing in English.

7. Appropriate staff consults with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English. 8. Based on the recommendation of the qualified personnel, the school principal determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language must be sent to the parent or guardian. If the recommendation is to

not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues.

9. Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or

guardian or student, the relevant documents and recommendation are sent to the superintendent (or designee) for review and final decision.

10. Written notification of the decision is sent from the superintendent to the principal, parent, guardian, and student in the parent's preferred language within 10 school days of receipt of documentation from the principal. If the decision is to not change the ELL

status, no further action is necessary. If the decision is to change the ELL status, the student's program must be modified accordingly.

11. All notifications and relevant documents will and must be kept in the student's cumulative folder

Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the

principal, must review the Re-identification Process decision to ensure that the student's academic progress has not been adversely

affected by the determination. The principal will consult with a Judy Chen, Ivelisse Rosario and or the classroom of identified student

in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal will provide additional support such as At-Risk intervention services and the child will still continue to be serviced by the ESL

teacher. Pending parental approval for such an agreement and therefore, avoiding any an all adverse affects to the child.

8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Instructional strategies that our teachers incorporate are based on the Danielson Framework addressing the CCLS. Strategies that teachers use are based on the following research as well; Universal Design Learning Framework and Depth of Knowledge.

Below are some of the samples of strategies and instructional differentiation that PS 116 teachers use to address our ELL population:

Teaching English language learners to be successful writers depends on the quality of the instructional process, practices, and classroom climate for learning. Research suggests two principles of writing instruction for ELLs. First, literacy instruction should center

on understanding and on the communication of meaning. The teachers' role is to support students as they carry out meaningful literacy activities involving the full processes of reading and writing. Second, writing instruction should take place in the context of a

rich and challenging curriculum. The teachers' role is to provide instructional materials and activities that meet and challenge a student's language production level and provide access to standards-based academic content.

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

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

3. Writing flourishes in a safe community of learners, where teacher and students are writing and sharing their writings, editing

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

4. Using culturally responsive instruction, teachers explore with their classes the ways in which students and their families use literacy

at home and in the community. Teachers then bring these topics, styles, and cultural knowledge into the writing themes.

5. We use cooperative learning during the planning, revising, and editing of their writing, so that students give feedback to one

another as well as use feedback that has been given. ELLs learn a great deal just from examining each other's writing.

Through this

process, ELLs have many opportunities to write, learn new text structures and words, and become familiar with the mechanics of

writing in English. English language learners (ELLs) often have problems mastering science, math, or social studies concepts because

they cannot comprehend the textbooks for these subjects. ELLs at all levels of English proficiency, and literacy, will benefit from explicit instruction of comprehension skills along with other skills.

6. Our instructional focus will be engaged in guiding reading to promote higher order thinking and discussion for the 2014-2015.

During 2013-2015, we have included close-reading of texts and reinforced the 50/50 of fiction and non-fiction in the classrooms to

have all our ELLs exposed to genres of texts. Response to Intervention is another initiative that we have continued to implement and provide our ELLs as well as SWDs.

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

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

Additional steps for ELLs

- Identify vocabulary words that you think might be difficult for students to understand when they read the text. Write ELL friendly definitions for each - that is, simple, brief definitions ELLs can easily understand.

- Model think-alouds. For example: verbalize a confusing point or show how you use a strategy to comprehend something. "This

sounds very confusing to me. I better read this sentence again."

- Demonstrate fix-up strategies. For example: I need to think about this. Let me rethink what was happening. Maybe I'll reread

this. I'll read ahead for a moment.

- Partner ELLs with more dominant English speakers and ask each student to take a turn reading and thinking aloud with short passages.

- After working with partners successfully, ask ELLs to practice independently by using a checklist

For advanced ELLs: When students' English proficiency and basic reading skills have increased, you can teach the following steps not

just to ELLs, but to all students – because everyone will benefit.

- In pairs, have students survey the text and use an idea map to record the main idea and details.
- Ask partners to read the text.
- Have partners restate the main idea and supporting details. At this point, they can add to their idea map or make necessary corrections.
- Then ask students to reread the text and either develop their own questions (pretending to prepare a test for their partner) or write a short summary of what they just read.
- After that, have partners check each other's work.
- Finally, partners can share their questions or summaries with other teams.

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

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

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

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

Content-Area Resources

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

Science - Using Science to Develop ELLs' Language Skills and BrainPop.com can be used as a scaffold

Social Studies - Preparing an Engaging Social Studies Lesson for English Language Learners; Using Timelines to Enhance Comprehension; Pictures and videos by accessing BrainPop.com;

Using technology: Technology can also be a powerful tool in math instruction for ELLs as well as other content areas. Our school has

access to Destination Math, Soar to Success and the Go Math technology.

To provide access to rich academic content areas and to accelerate their English Language Develop, PS 116 is using the following to

address our ELLs as well as school-wide are the following internet based resources: BrainPop, World Encyclopedia, Award Learning, Destinations ELA/Math and Performance Series. PS 116 uses Foss Kits for K-2 and Science textbooks from McGraw Hill to

support our Science curriculum. A Science Lab has been installed at PS 116 to increase student interest as well as to cultivate a culture of scientific learning. Houghton Mifflin Social Studies was purchased for grades K-5. The Go Math program will incorporate

a technology component that will enable ELLs with more visuals as well as technology exposure.

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

PS 116 uses curricular, instructional, and scheduling flexibility to meet the diverse needs of our ELLs-SWDs within the least restrictive environment by allowing teachers to adjust their curriculum through scaffolding, differentiation (group-work). The ESL

push-in/pull-out teachers collaborates with teachers to adjust schedule as needed to provide services for students and enable all

units of instruction is given, including other services.

**Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements**

*All ENL classes, including Integrated and Stand-alone offer home language support.*

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.

\*Note “other approved services” does not apply to New York City at this time.

### CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study per week (540 min.)	2 units of study per week (360 min.)	1 unit of study per week (180 min.)	1 unit of study per week (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <u>or</u> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <u>or</u> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

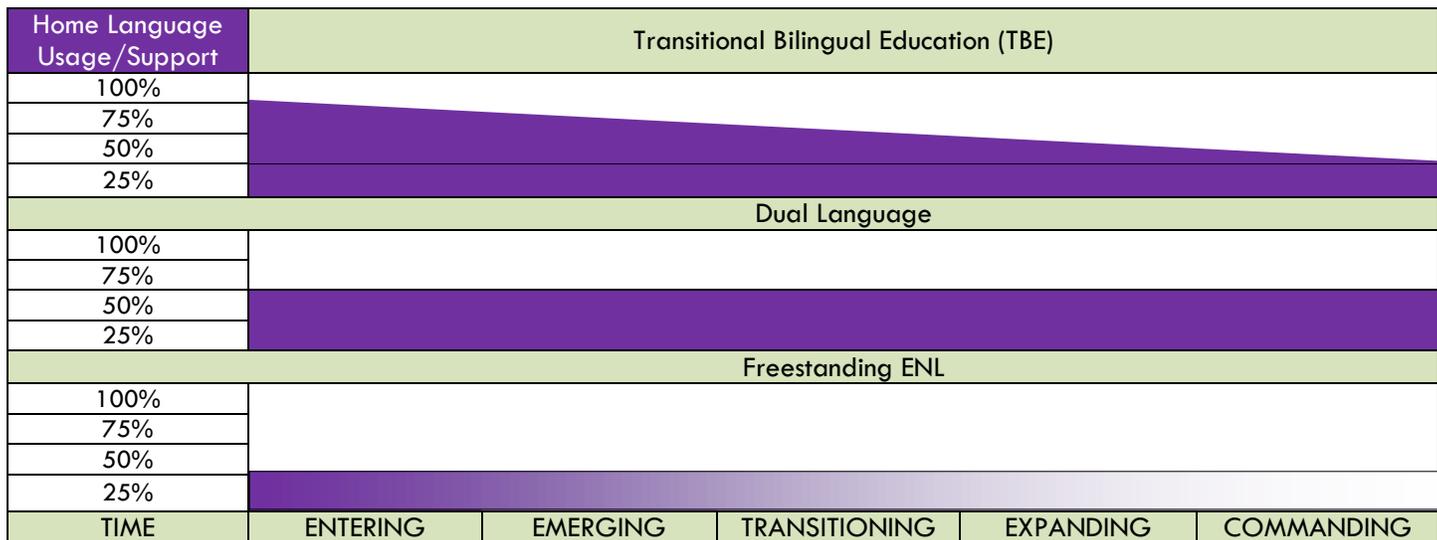


\*: Chart “r approved services” does not apply to New York City at this time.

Chart 5.3

### Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. One of the improvements we will continue making is increased professional development for all teachers and personnel working with ELLs. In these sessions teachers will be analyzing data from the NYSESLAT, ELA, Math, and Science (if applicable), from their own students. The data analyzed from the RLAT will be based on modalities. Teachers will then target those weaknesses or strengths. For the MATH/ELA the Item Analysis that the city provides will be utilized to address specific strands and/or standards to best provide the intervention the child needs. Formal and informal assessments will be used as well.

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

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

Our students also participate in enrichment programs and activities such as Tai Kwon Do, Technology Club, Science Club and the Asian Pacific American Heritage Club. Besides the Title I, Title III, and the Saturday Academy for our ELLs, the above enrichment programs and other academic programs (Academy for Success and Arts and Literacy Program) are extended to all our ELLs as well as school-wide. All students are given the opportunity to join as a school-wide initiative. All ELLs are afforded the opportunity to apply and be part of the initiative.

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

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

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

Frequency of reviewing data is constant. Our inquiry teams meeting at least two to four times a month to ensure best practices are in place for maximum growth.

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

Core Knowledge will be used for our K-2 students.

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

MindPlay will be discontinued due to limited progress we have seen with our ELLs and At-Risk students. The RTI provided is limited to phonics and students are not getting pass that area.

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

We offer Saturday ELL Academy, Arts & Literacy, and Title I Afterschool Program. All programs are offered to our ELLs for the Title I Afterschool program for grades K-5. The Arts & Literacy is offered for the whole school, from the outside. Our students get priority. For the Saturday and Title I Afterschool program all ELLs are invited with letters. These program will support ELA and Math support. The Arts & Literacy provides homework help as well as counseling through the arts. Our parent coordinator does reach-outs

as well. All extra curricular activities include the classes as a whole so no one ELL is left out of any of the programs that are provided.

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

The instructional materials that are used to support our ELLs for ESL: ReadyGen(CORE) (G3-5) and Core Knowledge (K-2) which is used for the ESL/ELA (SUPPLEMENTAL). Triumphs is another supplemental 'at-risk' program our classroom teachers have to support students as well as FOCUS (skill-based) reading materials that K-5 classrooms have for differentiation with our ELLs. All classes have been provided with leveled libraries in English. The Social Studies curriculum materials are based on leveled libraries in English and textbooks have been ordered in English (Spanish content dictionaries are available). The Science program is provided in English to all students using Harcourt (grades 3-5) and FOSS (grades K-2). In Math we have the adopted the Go Math program that is available in English.

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

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

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

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

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

In order to address the critical needs our ELLs in ESL classrooms, we have Spanish libraries available in an ESL room. Our ELL teachers and some of the classroom teachers will provide the native language support when necessary. Especially during math. We have Spanish Math Steps and reading libraries in Spanish available. 90 minutes of instruction in ESL for beginners and intermediate students, 45 minutes of ESL and 45 minutes of ELA for advanced students. Classroom teachers are using the ReadyGen program differentiate using ELL methodologies. Teachers have initiated a 50/50 library with fiction and non-fiction and TC libraries as well (English/Spanish) will be used as a supplemental. K-5 have leveled libraries for the Social Studies curriculum and we have Science libraries as well English. We also have some books in Spanish available in Room 406. The Sciences are taught by the classroom teaches using the state curriculum and our cluster science teacher, who is licensed in Bilingual (Spanish). She provides the support for our ELLs when necessary. There are one to one dictionary translation available as a resource.

We provide English Language Learners as well as other students with supplemental instruction 2 days after school. The classroom size will be no larger than 15 people from grades 1-5 in support of ELA and Math. Certified bilingual, ESL, and Gen. Ed. teachers will teach this program. This program will target all eligible 1st-5th grade students including the ELLs students, approximately 120 students, in our school. There will also be a Saturday Academy offered to all ELLs from 9-12pm in grades Kindergarten thru 5th. It will assist in meeting the New York State Education Department standards in English, Math, Science, and Social Studies. ELL students will receive standards based instruction three-days a week for two hours in ESL and content area instruction. Instruction will prepare

students for the NYESLAT/ELA/Math and content area assessments. Materials will include but not limited to, authentic materials such as the use of technology, periodicals, newspapers, scientific journals, and other ESL instructional materials for literacy and content area instruction.

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

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

N/A

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
PS 116 offers on going professional development in various areas. For example, reading, math, and content area instruction. Our school has integrated into our mandated professional development various workshops geared to the ELL population of our school.

PS 116 offers ongoing professional development in various areas. For example, reading, math, and content area instruction. Our school has integrated into our mandated professional development various workshops geared to the ELL population of our school. Our teachers attend a majority of these workshops either in house or outside. The following are some of the workshops we offer:  
\*ELA/Math Planning Sessions- Provided by S. Forestal and L. Killilea (September 2015 -June, 2016; 2:30-3:45 ) Revision of Curriculum for ReadyGen Aligning to Common Core (All year long) including DOK, as well as points of entry for our ELLs and Special Needs students .

Understanding the ITA ELA/MATH - September-October 2015 (Coaches: S. Forestal/L.Killilea)

Understanding the TCRR/DATA - September -October 2015 (Data Specialist: J. Chen)

Understading the RLAT DATA- Septebmer -October 2015 (Data Specialist: J. Chen)

AMAO - October - November 2015 (Data Specialist: J. Chen)

•Workshops provided by the DOE and Superintendents and other associations relating to ELLs are recommended for teachers to attend throughout the school year (Ms. Rosario/Ms. Chen).

This is on-going through-out the year. All staff members are invited to attend, including but not limited to our paraprofessionals, service providers, and guidance counselors.

Professional development will not be funded by the Title 3.

September 2015 – June 2016 Inquiry Team meeting, Tuesdays;

January - March 2016 NYSESLAT Training - (K-5 Teachers) - I. Rosario/J. Chen (ELL Teachers)

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

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

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

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?  
This year we've sent the ELL teachers to CR-Part 154, NYSESLAT Updates and other related ELL PLs and turnkeyed pertinent information. Our ELL Coordinator has presented the AMAO and how best to use to address student needs. She has also presented on the use of NYSESLAT Data. Our Coaches have addressed the Danielson framework with our teachers of ELLs. During inquiry our ELL teachers will meet at least twice a month to address student data. The Coaches and ELL teachers will provide other professional learning oportunites based on needs of our ELLs through-out the year such as Language Development, Stages of Writing...
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
Our Guidance Counselor holds session with our teachers in which she explains the process and she meets with our students and parents to address their concerns as they transition into middle school. She holds these parent meetings in December, January and February.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

PS 116 meets the professional development reuiremtsn per CR-Part 154: 2 by ensuring PLOs offered through out the school year addresses the ELLs. We also sent teachers to outside PLOs that address the needs of our ELLs and have them turnkey. Teachers are given agendas to keep for their own personal records. Attendance is kept in the school with agendas for compliance purposes . This year we've sent the ELL teachers to CR-Part 154, NYSESLAT Updates and other related ELL PLs and turnkeyed pertinent information. Our ELL Coordinator has presented the AMAO and how best to use to address student needs. She has also presented on the use of NYSESLAT Data. Our Coaches have addressed the Danielson framework with our teachers of ELLs. During inquiry our ELL teachers will meet at least

twice a month to address student data. The Coaches and ELL teachers will provide other professional learning opportunities based on needs of our ELLs through-out the year such as Language Development, Stages of Writing...

### C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Under the new provisions for parental involvement during the Tuesdays, our ELL teachers have called their perspective ELL students to discuss progress with parents as well as their language development. We sent home their NYSESLAT assessment levels at the beginning of the year and parents are afforded the opportunity to make appointments if they have any concerns. Tuesdays are allocated for parental contact and our ELL teachers keep a log of all parental engagement that occurs during that time. They may receive notes and progress reports throughout the year from the ELL teachers. Phone calls are utilized as a form of contact as well. Teachers are aware of Translation Units' services; teachers also request assistance from the paraprofessionals and/or other teacher's for translation needs. This also includes the parent coordinator as well as our school aides.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Answer to Q2- Template is not allowing us to write in #2. Records are kept in a ELL Compliance binder in the principals office and originals are placed in their cumulative folders. We keep sign-in sheets as well as phone call logs from the Parent Coordinator as well as our ELL teachers for any and all such records. Our ELL teachers, are responsible for maintaining all records. The parent coordinator provides translation to our parents and/or seek the Translation Units' assistance.

Answer to Q3: We offer an ELL orientation meeting as well as other PTA meetings. Student of the Month assemblies, APAHC recitals, Arts & Literacy performances . Academic activities include but not limited to: How to Support Your Child at Home ELA & Mathematics, are offered through out the year. Parent Coordinator inform parents of the Citywide ELL Conference and other events that the city offers for parents of ELLs. The following are some activities we will have:

Parent Involvement Through the School:

- Meet and Greet the Teacher Night 9/2015
- Monthly meetings with the PTA and Parent Coordinator to discuss concerns that parents might have 9/2015-6/2016
- Student of the Month participation from students, parents and teachers. - 9/2015-6/2016
- ELA Parent Meetings - ReadyGen Reading & Writing Program: Ways to Help Your Child Grades K-2 & 3-5
- Go Math Parent Meetings - Ways to Help Your Child K-5 11/2015-6/2016
- Other PDs will be forthcoming and TBD as needs arise from parents

The parent coordinator provides translation to our parents and/or seek the Translation Units' assistance. The parent coordinator, Serena Page, leads all such meetings, with assistance from the administration and or parent teacher association assistance.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Our parent coordinator has brought the parents together by joining forces with our community based agencies such as Ridgewood\Bushwick Senior Citizen Center as well as the Hispanic Family Coalition to offer parents workshops. Serena Page invited health insurance companies to offer their services to our parents.

5. How do you evaluate the needs of the parents? We evaluate needs of parents through our needs assessment survey as well as word of mouth concerns that parents bring forth to the parent coordinator and the PTA and/or concerns that are brought forth to the parent coordinator's attention. The parent coordinator is the main source of translation and the PTA. The PTA and parent coordinator work closely together. They have montly meetings to address needs and concerns.

6. How do your parental involvement activities address the needs of the parents? Parental activities are put forth due to concerns, parents were concerned with the new CCLS assessments and what they can do to help their child at home, therefore the school created opportunities for them to participate in activities that are easily accessible to them and for them. The parent coordinator collects these concerns and creates montly meetings to address needs. Ms. Serena Page is also the translator , in which the PTA supports as well.

#### **D. Additional Information**

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

**Paste response here:**

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

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Antoinette Tucci	Principal		6/22/15
Otis C. Benjamin	Assistant Principal		6/22/15
Serena Page	Parent Coordinator		6/22/15
Judy Chen	ENL/Bilingual Teacher		6/22/15
Norberta Diaz	Parent		6/22/15
Hilcia Almonte/Science	Teacher/Subject Area		6/22/15
Caneia Wise/ICT Teacher	Teacher/Subject Area		6/22/15
Lisa Killilea	Coach		10/30/15
Sharoma Forestal	Coach		10/30/15
Fraces Diaz	School Counselor		6/22/15
Lillian Druck	Superintendent		6/22/15
Bridgette Fitzgerald	Borough Field Support Center Staff Member _____		
Sara Chapland	Other <u>Related-Service</u>		6/22/15
	Other _____		1/1/01
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

*Requirement under Chancellor's Regulations – for all schools*

DBN: **32K116** School Name: **Elizabeth L. Farrell**  
Superintendent: **#INGEST ERROR!**

### Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training ([www.learnndoe.org/tiu/lac](http://www.learnndoe.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

### Part A: Identification and Assessment of Limited-English-Proficient Parents

---

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

The data and methodologies used to assess language preferences of the parent community for both written and oral communication is derived from the HLIS. An ATS report is also printed to gauge the different languages the school use. Our Community Assistants and the parent coordinator is called to translate whenever there is a need for translation in Spanish. The parent coordinator will make appointments to accommodate parents that need a translator to communicate with the teachers as well as our Paraprofessionals. Documentations are translated by school staff during non-school hours or by the PTA from English to Spanish to ensure that information is effectively communicated and understood by parents. We also use the Translation Unit when possible for other notices as well in Chinese as well as Spanish. Parents receive information in their native language in a timely manner whenever notifications are sent home. ATS Reports of preferred languages are printed by school. More collective data of HLIS will be used this school year.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Parents' preferred languages are as follows: English, Spanish and Chinese in both written and oral form.

## **Part B: Creating a Communications Calendar**

---

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

The documents our school typically disseminates every year that require translations are as follows: Calendars, Parent Teacher Conference Announcements, After-school program information, NYS testing dates,

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Formal face-to-face meetings include but not limited to: curriculum night (September 17, 2015), parent teacher conference (November 4, March 2 and May 12), parent communication on Tuesdays, attendance phone calls (2015-2016), and guidance counselor calls to parents (2015-2016)

## **Part C: Providing Language Assistance Services**

---

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

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

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

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

#### **Part D: Training Staff on Policies and Procedures**

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Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

The T&I Brochures were distributed to staff and will be reminded via email. Posting of translation services is placed outside of Room 405 as well. Staff members will be reminded during staff meetings regarding policies and procedures for translation. Teachers are given one at the beginning of the school year. The parent coordinator keeps the extras for parents.

#### **Part E: Providing Notice of Language Assistance Services**

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

##### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

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

As per the Chancellor's Regulation, translation posters and cards are conspicuously posted throughout the building. In addition, key personnel, including the Guidance Counselor, the Parent Coordinator, the

PTA, the Main Office and the Security Agent have the translation card and are able to afford parents the opportunity to use the over-the-phone translation service, as indicated on the card.

### **Part F: Monitoring and Quality Control**

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Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Parental surveys will be given to gather feedback on the equality and availability of translation services. The parent coordinator is a vehicle in which we use to gather feedback. The parental surveys is another way for collection of concerns with regards to the quality and availability of translation services that our school provides.