

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

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

**02M116**

**School Name:**

**P.S. 116 MARY LINDLEY MURRAY**

**Principal:**

**JANE HSU**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: P.S. 116 The Mary Lindley Murray School School Number (DBN): 02M116  
Grades Served: PK - 5  
School Address: 210 East 33<sup>rd</sup> Street, Manhattan, NY 10016  
Phone Number: (212) 685-4366 Fax: (212) 696-1009  
School Contact Person: Gary Shevell Email Address: gshevel@schools.nyc.gov  
Principal: Jane Hsu  
UFT Chapter Leader: Andrea LaRocca  
Parents' Association President: Rebecca Austin/Nicole Giacco  
SLT Chairperson: Marlowe Bamberger & David McGreevy  
Title I Parent Representative (or Parent Advisory Council Chairperson): N/A  
Student Representative(s): N/A  
N/A

**District Information**

District: 2 Superintendent: Bonnie Laboy  
Superintendent's Office Address: 333 7<sup>th</sup> Avenue, 7<sup>th</sup> Floor, New York, NY 10001  
blaboy@schools.nyc.gov  
Superintendent's Email Address: \_\_\_\_\_  
Phone Number: (212) 356-3739 Fax: (212) 356-3702

**Borough Field Support Center (BFSC)**

BFSC: Manhattan Director: Yuet Chu  
Director's Office Address: 333 7<sup>th</sup> Avenue New York, NY 10001  
Director's Email Address: ychu@schools.nyc.gov  
Phone Number: (917) 705-5856 Fax: (718) 923-5146

## 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)
Jane Hsu	*Principal or Designee	
Andrea LaRocca	*UFT Chapter Leader or Designee	
Rebecca Austin/Nicole Giacco	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative (staff), if applicable	
N/A	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Tamara Kromholz	Teacher	
David McGreevy	Teacher	
Jodi Orman	Teacher	
Erica Silverstein	Teacher	
Michele Yokell	Teacher	
James Adams	Parent	
Marlowe Bamberger	Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Simone Levin	Parent	
Mauro Pennachia	Parent	
Meera Wagman	Parent	
Ben Morden	Parent	
	Member/	
	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.

Our school, P.S. 116, is a community of learners in which all children are encouraged to achieve high academic standards and social success, to enjoy learning, to celebrate diversity, to develop analytical skills, and to model exemplary behavior. We empower our students to take responsibility for their own learning by recognizing that effort leads to academic success. They are active participants and every child has a responsibility not just to perform a task, but to do it to the best of her or his ability. We emphasize the basic virtues of respect, compassion, perseverance, honesty, and commitment to character building.

In order for children to excel, they require an environment that encourages them to take risks in their learning. All members of P.S. 116's community work together to create a nurturing environment so that students can take risks without anxiety, can think critically, can ask questions about their learning and their world, and can celebrate each other's successes.

P.S. 116's vision of a community of learners extends beyond the classroom community to encompass the grade and the school as a whole. We recognize that children learn a tremendous amount from their peers as well as by working with younger or older children. Therefore, teachers not only promote relationships among classes on the grade level, but also forge bonds across the grades. In addition, P.S. 116 strengthens respect for community by involving children's extended families, members of the neighborhood, and the broader community in school activities. Our families play a vital role by supporting their children's endeavors and by actively supporting the school's mission.

The foundation of academic instruction from kindergarten through fifth grade at P.S. 116 is a standards-based, integrated curriculum, designed by our teachers, staff developers, and administrators. In-depth units of study occur in classrooms for sufficient amounts of time to ensure that all children master the content and internalize the material. During a unit, we study the core curriculum, which includes language arts, math, science, and social studies. We infuse into the core curriculum the specialty areas of art, music, dance/movement, storytelling, drama, computer technology, and physical education. Our faculty recognizes that children are unique learners and, therefore, our teaching styles encompass all modes of learning.

P.S. 116 strives to meet the needs of students who come from a wide range of socio-economic backgrounds and a variety of academic and social experiences not experienced by most schools. Our students' home addresses vary from the upper echelon apartments of 5th and Park Avenues to the low-income, subsidized NYC Housing Authority apartments of East 28th Street. Additionally, we proudly serve as the neighborhood school for a large number of students who live in the nearby temporary housing facility, as well as with children of United Nations diplomats. Due to the circumstances of these two types of families, it is very common for students from either group to attend our school for short periods of time (sometimes just a few weeks) before relocating. However, no matter how long (or short) a child might be enrolled at P.S. 116, we are committed to helping that student make progress in all areas.

Two ongoing initiatives have been to lift the engagement level of all learners within the framework of the Common Core Learning Standards (CCLS) and to build leadership capacity within the faculty. The school's 2014–2015 Quality Review Report indicates a well-developed school in every category, including those that address student engagement and shared leadership." P.S. 116's school's relentless focus on student independence and agency demands high levels of expectation around everyone's contributions to achieving this vision, and school leaders provide a support to students, families, and staff in order to ensure their success. The school staff has a collective commitment to ongoing professional collaboration, focusing together on meeting the needs of students, and elevating their practice and leadership, both individually and communally."

## 02M116 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	697	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	5.9%	% Attendance Rate		95.2%
% Free Lunch	32.6%	% Reduced Lunch		4.7%
% Limited English Proficient	9.1%	% Students with Disabilities		15.5%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	2.1%	% Black or African American		8.7%
% Hispanic or Latino	22.0%	% Asian or Native Hawaiian/Pacific Islander		19.1%
% White	43.2%	% Multi-Racial		5.0%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	11.34	# of Assistant Principals (2014-15)		1
# 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)		5.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		6.47
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	63.7%	Mathematics Performance at levels 3 & 4		71.2%
Science Performance at levels 3 & 4 (4th Grade)	98.0%	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		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
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	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	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.

Strengths: According to P.S. 116’s 2014-15 Quality Review Report, “ Across all classrooms, teaching practices reflect the school’s unified beliefs and the needs of individual learners are met to the degree that the majority of students are producing work that demonstrates high levels of thinking.” Additionally, “The school implements coherent, integrated and comprehensive curricula in all subjects that are rigorous, reflective of high standards, and provide flexibility to meet the needs of all learners.”

Needs: After comparing the 2015 CCLS ELA state exam scores with students’ Fountas & Pinnell reading levels, teachers noticed a strong correlation between the two metrics, concluding that reading levels are a strong indicator of how students will score on state exams. Given this, our next step is to take our success from the 2014-15 school year in moving 1<sup>st</sup> grade readers and expand that to increasing the reading achievement for all of our readers 1-5, with a particular emphasis on our lowest performing readers.

### 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, 20% of level 1 and 2 readers in grades 1–5 will improve at least one performance level as assessed by both Teachers College Reading and Writing Program (TCRWP) running records assessments (grades 1-2), and Scholastic’s in-book Independent Reading Assessment in grades 3-5.

### 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>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) 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>
<p>Teachers will identify lowest performing students and develop customized skill instruction for small group and one-on-one settings. Teachers will meet regularly with target population and lead interactive read aloud, guided and/or shared reading, teaching multiple comprehension skills within each session. They will use a series of questions and prompts to challenge students cognitively, promote meta-cognition and advance high-level thinking and discourse.</p>	<p>Lowest performing students in grades 1–5</p>	<p>September 2015–June 2016</p>	<p>Principal, Assistant Principal, grades 1–5 teachers, Teachers College Reading and Writing Project literacy staff developer</p>
<p>Professional Development will be provided to teachers on the following topics: a. Guided Reading b. Charlotte Danielson’s Framework for Teaching: Teacher Effectiveness Rubric 3c – Engaging Students in Learning c. Shared Reading d. Interactive Read-Aloud e. Features of the various Fountas and Pinnell reading levels.</p>	<p>Classroom teachers</p>	<p>September 2015-June, 2016</p>	<p>Principal, Assistant Principal, Teachers College Reading and Writing Project literacy staff developers, in- house teacher leaders.</p>
<p>Targeted students who are at risk of not meeting academic expectations will receive additional interventions. Intervention will be provided by the reading recovery teachers, the Special Education Teacher Support Service (SETSS) provider, the English as a Second Language (ESL) teacher, and select specialty teachers. Paraprofessionals and Teaching Assistants will be trained in Reading Rescue to support at risk students’ (grades 1–2) fluency, comprehension and language development skills.</p>	<p>At-risk readers, grades 1-5</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principal, grades 1–5 teachers, intervention specialist, key specialty teachers, select paraprofessionals and teaching assistants</p>
<p>Classroom and reading recovery teachers will provide information sessions and timely literature on reading fluency, comprehension, and the comprehension skills needed to master each reading level. The sessions will also relay the importance of nightly reading, the importance of literacy in the home, and how families can best support their children as readers.</p>	<p>Families</p>	<p>September 2015-June 2016</p>	<p>Classroom teachers, reading recovery/intervention teachers</p>

**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>• Multiple common preps will be scheduled for each grade-level team to ensure opportunities for training and analyzing reading data.</li> <li>• Highly qualified Reading Recovery and reading intervention teachers will support teachers in meeting this goal.</li> <li>• Teacher per session will be scheduled to hold extended-day instruction for students in meeting this goal;</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		Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	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.
Grade level teams 1-5 will meet at three times during the school year (November, January, March) to review data and monitor progress toward this goal. Teachers College Reading and Writing Project (TCRWP) running records, reading levels, and other formative assessments will inform our progress and indicate additional steps, if necessary, that need to be taken to achieve our goal .
<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 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.

**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.

**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)</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.

**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.

**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.

Strengths: The P.S. 116 community has a longstanding, deep-rooted belief that adult learning is critical to long-term student growth and progress. As such, the development of teacher teams and teachers as leaders have become key ingredients in the fabric of P.S. 116’s culture, and the administration has worked hard to nurture both. The school’s 2014-15 Quality Review Report stands as a testament and acknowledges this work. “The school staff has a collective commitment to ongoing professional collaboration, focusing together on meeting the needs of students, and elevating their practice and leadership, both individually and communally.”

Need: While P.S 116 received a rating of “Well Developed” on Quality Review Statement 4.2 *Teacher teams and leadership development*, the report indicated that “The addition of more structured protocols and opportunities for more training in team facilitation is a next goal for the school 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–Collaborative Teachers. 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 grade-level and teacher team meetings will follow a structured protocol that helps to ensure meetings are as focused and efficient as possible, as measured by administrative and coach observations, and teacher survey data.

### Part 3 – Action Plan

<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> <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 teacher-parent collaborations to improve student achievement.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
During September, school-wide professional development time will be devoted to the study and implantation of various protocols for meetings. Protocols for looking at student work, sharing professional texts, and planning for instruction will be analyzed and reflected upon.	Teacher teams	September 8, 2015– September 28, 2015	Principal, AP, math coach, teacher teams.
Throughout the school year, teachers will be expected to include the protocol that was used as part of the agenda they submit to administration for their team meetings.	Teacher teams	September 2015-June 2016	Principal, AP, math coach, teacher teams.
Administration and math coach will sit in on teacher team meetings to both ensure that protocols are in place, and to provide feedback on efficiency.	Teacher teams	September 2015-June 2016	Principal, AP, math coach, Professional Development Committee
All professional development sessions provided by administration and professional development committee will follow strict protocols and serve as a model for teacher teams.	Teacher teams	September 2015-June 2016	Principal, AP, math coach, Professional Development Committee

#### **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.										
The school will utilize Google Forms to provide quick, easy access for teacher teams to submit agendas and protocols.										
The Tuesday "other professional work time" will be allotted for teacher team meetings. Additionally, weekly common preparation periods will be provided to all grade-levels so that teacher teams can meet further.										
Teachers will be provided with instructional resources containing various protocols to use as well as resources to help guide them through the use of protocols during teacher team meetings.										
<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	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	X	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.

At the end of January, all administrative and coach notes centered on teacher team meetings, as well as the submitted agendas from teacher team meetings, will be reviewed to assess the extent of impact protocols are having on the efficiency and quality of teacher team meetings.

**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 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.

	<b>Tax Levy</b>		<b>Title I SWP</b>		<b>Title I TA</b>		<b>Title II, Part A</b>		<b>Title III, Part A</b>		<b>Title III, Immigrant</b>
	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.

## 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

- 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.
- 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.

#### Strength:

P.S. 116 received worldwide attention during the 2014-15 school-year for completely revising its approach to homework. In consultation with the School Leadership Team, this decision came as a direct result of a team of teachers spending over a year analyzing studies focused on the effects of traditional homework, as well as the benefits of out-of-school activities that better support a child’s development as a learner. As a result, our revised approach to homework eliminates traditional tasks that various research studies failed to provide any evidence linking them with current, or even future, academic success. Instead, our approach asks students to engage in activities outside of school that research has shown to have a positive impact on student academic performance and social/emotional development.

Additionally, our revised homework approach further advances the goal of promoting high expectations and a heightened sense of engagement for *all* community members by including an element of choice and opportunities for families to work/spend time together on meaningful activities that develop academic skills, in addition to supporting social-emotional development.

P.S. 116’s 2014-15 Quality Review Report made specific mention of P.S. 116’s revised approach to homework as a strength stating, “A highlight this school year has been the decision to eliminate traditional homework assignments and “re-brand” what students do in the hours after school as a means of preparing them for the kinds of decisions and activities they will be involved with as higher level learners and later, as adults.” The report asserts that the, school’s shift to PDF (Playtime/Downtime/Family Time) “clearly offered many choices for students that were independent and gave everyone access to experience meaningful play time or down time.”

#### Need:

A review of a homework teacher survey, conducted in June, 2015, revealed that roughly half (48.5%) of P.S. 116 classroom teachers believed that homework completion rates since the implementation of the school’s new approach to homework were the same as they were prior to its introduction. Additionally, while a majority of teachers (70%) reported having some sort of accountability system in place to ensure students were completing homework assignments, only (28%) reported that they regularly used their system to follow up with the families of students who were not demonstrating that homework was being done. This is a vast contrast to the follow-up teachers reported doing prior to the implementation of the new approach where 70% of the teachers reported regular follow-up with families.

### 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–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—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June, 2016 teachers will report an increase in student PDF (Playtime, Downtime, Family Time) homework participation by 25%, as measured by teacher responses to a homework survey to be conducted on Thursday, June 9, 2016 .

**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) 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>
<p>All classroom teachers will develop and utilize a homework accountability system that monitors whether or not homework is being completed. Additionally, teachers will regularly follow up with the families of those students who are not consistently completing assignments.</p>	<p>All students and their parents and guardians</p>	<p>September 2015–June 2016</p>	<p>Principal, Assistant Principal, classroom teachers</p>
<p>Workshops for families on the school’s approach to homework will: further engage families in conversation around the shift in homework approach, include the rationale for the shift, and provide hands-on experiences so families are better equipped to engage in productive family time, downtime, and playtime with their children.</p>	<p>Parents and guardians</p>	<p>September, 2015, November, 2015, &amp; March, 2016</p>	<p>Principal, Assistant Principal, math coach, classroom teachers, specialty Teachers, related service providers</p>
<p>Monthly newsletters from teachers and administration will highlight timely parenting articles around various ways to engage children at home that further promote the goals and tenets of the school’s approach to homework.</p>	<p>Parents and guardians</p>	<p>September, 2015 – June, 2016</p>	<p>Principal, Assistant Principal, classroom teachers</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.

After-school professional development and Chancellor’s conference days will focus on sharing best practices. Grade-level team meetings will be used to share and review types of homework teachers are providing, as well as accountability systems in place. Parenting articles will be collected and shared with staff members to help continue timely communication with parents

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

X	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.

School will survey teachers in November and January to monitor student participation in PDF homework. By January 2016, we expect to see an increase in participation of 20%.

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

## 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	<p>Services are determined based on school-wide structures, including: teacher recommendation, assessments (running records, in-book assessments), test scores, and previous retention.</p> <p>The intervention team meets weekly to make decisions based on data and teacher recommendation.</p> <p>After a period of approximately 6 weeks, the team reassesses the needs of identified students and readjusts, as necessary.</p>	<p>Shared reading, guided reading, readers' theatre, and conferences are all used to practice decoding and develop comprehension strategies, such as: retelling, inferring, questioning, visualizing, fluency, etc.</p> <p>Assessments are administered throughout the school year.</p> <p>Interactive and shared writing are used to build skills, confidence, and stamina. Reading Rescue, Reading Recovery, and Great Leaps are programs implemented in first and second grades.</p>	<p>Small group in the classroom.</p> <p>In addition, 1<sup>st</sup> &amp; 2<sup>nd</sup> grade students receive 1-on-1 or small-group instruction (determined by the level of need) through an intensive reading intervention program, such as Reading Recovery.</p>	<p>Instruction is provided before school, during the day, and after school.</p>
<b>Mathematics</b>	<p>Services are determined based on school-wide structures, including: teacher recommendation, assessments, test scores, and previous retention.</p> <p>The intervention team meets weekly to make decisions based on data and</p>	<p>Students practice skills learned in class with additional support, using supplemental models and tools to help better understand taught concepts.</p> <p>Math games and strategy groups that support skills are played and assessments are</p>	<p>Small group</p>	<p>Instruction is provided during the day and after school.</p>

	<p>teacher recommendation. After a period of approximately 6 weeks, the team reassesses the needs of identified students and readjusts, as necessary.</p>	<p>administered throughout the year. Concrete and pictorial models are used to develop and support new understandings.</p>		
<b>Science</b>	<p>Services are determined based on school-wide structures, including: teacher recommendation, assessments, test scores, and previous retention. The intervention team meets weekly to make decisions based on data and teacher recommendation. After a period of approximately 6 weeks, the team reassesses the needs of identified students and readjusts, as necessary.</p>	<p>Social studies intervention is provided in conjunction with literacy support. Non-fiction texts are used to support upper grade students in research skills</p>	Small group	<p>Instruction is provided for small groups of students during the school day.</p>
<b>Social Studies</b>	<p>Services are determined based on ELA data, particularly focused on non-fiction texts. The intervention team meets weekly to make decisions based on data and teacher recommendation. After a period of approximately 6 weeks, the team reassesses the needs of identified students and readjusts, as necessary.</p>	<p>Social studies intervention is provided in conjunction with literacy support. Non-fiction texts are used to support upper grade students in transitioning from learning to read to reading to learn. Repeated reading and early exposure to texts is one strategy used to increase comfort and confident with new material.</p>	Small group	<p>Instruction is provided for small groups of students during the school day.</p>
<b>At-risk services (e.g. provided by the Guidance Counselor,</b>	<p>Services are determined based on teacher recommendation to</p>	<p>Students work in small groups to develop social skills with peers, learn</p>	1:1 and small-group services provided by guidance counselor,	<p>These services are provided during the school day (both regularly scheduled,</p>

<i>School Psychologist, Social Worker, etc.)</i>	weekly Intervention Team meetings, as well as historical data.	anger management techniques, develop conflict resolution skills, and learn strategies for dealing with anxiety, stress, and distressing life issues.	psychologist, and social worker.	and on an as-needed basis).
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## 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>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>	<b>X</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.

#### **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).

### 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.).

**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.

**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			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

**<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.

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**Parent Involvement Policy (PIP) Template**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[School name]**, 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. **[School name]** 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) Template**

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

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

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

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

### Part C: Professional Development

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

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

Begin description here: \_\_\_\_\_.

Anne McGuire, the school's ESL teacher will give 3, one hour professional development training sessions during the Monday Professional Development Block, as outlined by the UFT Collective Bargaining Agreement, to other staff responsible for delivery of instruction and services to ELLs (39 teachers and 6 paraprofessionals). Tentative dates for these sessions are December 8, January 26 and March 9. The topics covered will be: creating an inviting classroom atmosphere that is conducive to ELLs; designing lessons and units to include various modalities of learning (visual, auditory, kinesthetic, and tactile) to specifically engage ELLs; utilizing oral language activities to build fluency and confidence in ELLs; using graphic organizers and other differentiated instruction tools to guide ELLs in classroom learning; introducing academic language to ELLs, starting in kindergarten and advancing through fifth grade; strengthening content vocabulary skills for ELLs to assist them in their science, math, social studies, art, music, physical education classes.

### Part D: Parental Engagement Activities

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

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

Begin description here: \_

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

### Part E: Budget

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

Allocation Amount: \$11 , 200 .

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	\$6720.	<u>4 Saturday Academy sessions 10 week (2x per week) Extended Day sessions. Includes planning/ collaboration time with licensed ESL teacher.</u>
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	\$1,120.	<u>3 professional development sessions with highly qualified ESL instructor.</u>
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	\$2,240.	<u>-Benchmark "Readers Theatre" to engage ELL students in close reading, connecting written to spoken language, character inference and comprehension. Scholastic subscriptions for all upper grade ELL/former ELL students w/ online streaming.</u>
Educational Software (Object Code 199)	_____	_____

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

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Travel	_____	_____
Other	<u>\$1,120</u>	<u>Parent engagement supplies:</u> <u>Breakfast, pot-luck dinner</u>
<b>TOTAL</b>	<b><u>\$11,200</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>02</b>	Borough <b>Manhattan</b>	School Number <b>116</b>
School Name <b>P.S. 116 The Mary Lindley Murray School</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>Jane Hsu</b>	Assistant Principal <b>Gary Shevell</b>
Coach <b>Naomi Berkowitz</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Anne McGuire</b>	School Counselor <b>Melody Pierre</b>
Teacher/Subject Area <b>Soyoung Ahn - 5th Grade</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Andrea LaRocca - Intervention</b>	Parent Coordinator <b>Vicky Ritter</b>
Related-Service Provider <b>Razel Lefkowitz - SETTS</b>	Borough Field Support Center Staff Member <b>Sileni Nazario</b>
Superintendent <b>Bonnie Laboy</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>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</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>0</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>0</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>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>598</b>	Total number of ELLs	<b>65</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"/> 12 <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	0	0	0	0	0								0
<b>Dual Language</b>	0	0	0	0	0	0								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>	65	<b>Newcomers</b> (ELLs receiving service 0-3 years)	61	<b>ELL Students with Disabilities</b>	11
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	4	<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>	61			4			0			0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: \_\_\_\_\_

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<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	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										
SELECT ONE										
SELECT ONE										
<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	2	2	1	2	4	1								0
Chinese	2	2	1	5	5	0								0
Russian														0
Bengali	1	1	0	0	0	0								0
Urdu														0
Arabic	0	1	1	3	3	1								0
Haitian														0
French	0	1	1	0	0	0								0
Korean					1									0
Punjabi														0
Polish						1								0
Albanian	1	0	1	0	1	0								0
Other	0	5	6	4	4	1								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)	2	1	1	4	2	1								0
<b>Emerging</b> (Low Intermediate)	1	3	2	0	8	1								0
<b>Transitioning</b> (High Intermediate)	1	4	3	4	3	1								0
<b>Expanding</b> (Advanced)	2	4	5	6	5	1								0
<b>Commanding</b> (Proficient)	0	1	2	3	1	2								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 AND TEST AT LEVEL 3 OR 4 ON THE ELA  
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND 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	1								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	0	1	2	5	3	7								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	4	5	0	0	0
4	0	2	0	0	0
5	5	1	0	0	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	3	1	1	2	1	1	4	1	0
4	0	0	0	0	1	2	1	0	0
5	3	0	1	1	0	1	0	0	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	1	0	0	0	0	0	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:**

- 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.  
 P.S. 116 uses a variety of tools to assess the early skills of ELL's including Fountas and Pinnell and TCRWP assessment. These assessments indicate that the students show a weakness in vocabulary. We match students to reading level books based on these assessments. The data from these assesments generally are in line with NYSESLAT results in that our ELLs are stronger speakers and listeners than they are readers and writers. Data further reveals that our ELL's struggle with the cognitive academic language proficiency and the subtle nuances embedded in the English language that native speakers do not. As a result, the school is focusing more on scaffolding language acquisition strategies into our word study program
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 A review of the reported NYSESLAT 2015 scores of 56 students, (not including the students who have graduated and gone on to the sixth grade and those who have been discharged), reveals that 9 students (16 %) received a rank of Commanding, thereby qualifying for two years of continuing ENL services, including test modifications. Additionally, we work closely with the classroom teachers to monitor their progress. Of the remaining 47 students who took the NYSESLAT and continue receiving ENL services at PS116, we have the following findings:  
  
 Of the current first graders who took the NYSESLAT last spring, test results show that 0 tested Entering, 3 Emerging, 4 Transitioning, and 4 Expanding. For the current second graders who took the NYSESLAT, 0 tested Entering, 2 Emerging, 3 Transitioning, and 5 Expanding. For the current third graders who took the NYSESLAT, 0 tested Entering, 0 Emerging, 4 Transitioning, and 6 Expanding. For the current fourth graders, test results show 1 Entering, 5 Emerging, 3 Transitioning, and 5 Expanding. For the current fifth graders, who took the NYSESLAT, 1 tested Entering, 0 Emerging, 1 Transitioning, and 0 Expanding. Looking across grade levels, we see that 2 ELLs (4.3%) scoring at Entering level, 10 ELLs (21.3%) at Emerging level, 15 ELLs at Transitioning level (31.9%), and 20 ELLs (42.5 %) scoring at Expanding level.

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

The school uses information about annual measurable achievement objectives to look for movement and trends amongst students in order to reflect on growth and to help group students for future instruction.

According to the AMAQ tool, when looking at Spring 2015 NYSESLAT results for students who are still enrolled at P.S. 116 who took the Spring 2014 NYSESLAT, we find that 33.3% of the students who were listed as Beginners moved to Commanding, 33.3% moved to Emerging, and 33% remained at the Entering level. Additionally, we find that 15.4% of students that were listed as Intermediate moved to Commanding, 46.2% moved to Expanding, 23.1% are at the Transitioning level, and 15.4% remained at the Emerging level. For students who performed at the Advanced level, 20% earned Commanding, 53.3% earned Expanding, 20% fell back to Transitioning and 6.7% (1 student) fell back to the Entering level.

When looking at Spring 2015 NYSESLAT results for 1<sup>st</sup> year ELL's whose level was determined by the NYSITELL, we find that 22.2% of the students who were listed as Beginners moved to Expanding, 33.3% moved to Transitioning, 33.3% moved to Emerging, and 11.1% remained at the Entering level. Additionally, we find that 16.7% of students that were listed as Intermediate moved to Commanding, 33.3% moved to Expanding, 25% are at the Transitioning level, 16.7% performed at the Emerging level, and 8.3% fell back to the Entering level. Of the students who that were listed as Advanced, 50% achieved Commanding and 50% remained at Expanding.

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?

Patterns across performance levels clearly indicate that the majority of our students are moving proficiency levels. In fact, many of our ENL students are moving 2 or 3 proficiency levels. In looking at students who are not moving proficiency levels or regressing, all but 2 are students with special needs. For the majority of students who fit this category, it was noted that their performance levels on the NYS CCLS Mathematics exam drew similar results. 60% of the students who took tests in languages other than English (Math & Science) were able to achieve levels 3 & 4, which is similar to results achieved by students who took tests in English (57%).

The ENL teacher shares results and trends on ELL periodic assessments with the school leadership and classroom teachers. Trends are noted and suggestions are offered on how to best support ELL's in the classroom.

Periodic assessments have revealed that, for the majority of our ELL students demonstrate stronger abilities in listening and speaking whereas reading and writing are areas in need of continuing development.

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](#).]

Our school utilizes RTI in order to minimize referral while meeting the needs of our students. For students within the RTI framework, our school has a specialized team of professionals who discuss and brainstorm all avenues to support ELL students who may be struggling academically as well as exhibiting emotional and/or behavioral issues.

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

Our team then creates a individually tailored plan for each student where specific targeted goals are set. The plan may include Tier 1 interventions as well as Tier 2 interventions as necessary which may include more reading support through use of a reading buddy and also by using Power Lunch, small pull-out reading or math groups. The school also reaches out to parents in order to collaborate and agree on ways to support their child not only in school but at home.

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

The ESL teacher meets and collaborates with the classroom teachers on how to use visuals and videos to support content learning and how to pre-teach vocabulary, along with picture support, in order for the ESL child to have a firmer grasp on the vocabulary used during a classroom lesson and how to include small group instruction targeting language development. The ESL teacher explains ways to add language teaching points to all lessons for the benefit of the entire class but also for the English language learner, and ways are discussed and found to match the content level of subject with reading level. Additionally, students of various language proficiency levels are often paired together to support each other in the home language and English, when appropriate. Finally, students teachers who speak other languages are sometimes utilized to clarify concepts and content in the home language.

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?

N/A

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

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

## 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.  
During registration, our ENL certified teacher, Anne McGuire is responsible for conducting the initial screening. Staff members in the school speak Arabic, French, Chinese, Korean, Spanish, German; they provide translation when needed. In addition, other translators are acquired as necessary. The ENL teacher conducts informal interviews with parents and students to ensure that HLISs, available in multiple languages, are completed accurately and to determine whether the student received formal education and, if so, for how long. The HLIS are given to parents of students entering the DOE system for the first time in their native language when available. Oral translations are available based on needs. The student is also individually interviewed to better understand the students' language proficiency. NYSITELL eligibilities are determined holistically by the results of both the HLIS and individual student interview. The NYSITELL is administered within 10 school days of the child's registration as appropriate. Newly identified ELLs whose home language is Spanish, are then given the Spanish LAB-R.
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).  
As an additional part of the initial interview of the identification process, the Oral Interview Questionnaire is administered to potential ELL's in grades 3-5. If it is suspected that there may be a gap in education or inconsistent education, the LENS is given to those students whose home language is Arabic, Bengali, Chinese, Haitian-Creole or Spanish, in order to determine SIFE status. For all other languages, existing procedures are used (i.e, academic transcripts, student work samples, and the IFE Oral Interview Questionnaire). Results are entered in BNDC within 30 days.
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).  
When there is a newly registered family of a student with an IEP who may qualify for NYSITELL, the school activates the Language Proficiency Team. The team consists of the Assistant Principal, ENL teacher, School Psychologist and the parent. If the language best understood by the parent is other than English, a qualified translator joins the team. The team thoroughly reviews the student IEP to determine whether or not the student's disability is a determinant factor effecting whether the student can demonstrate proficiency in English. Should the team determine that the student may have English language acquisition needs, the student is administered the NYSITELL. However, if the LPT determines that the student does not have English language acquisition needs, and should not be administered the NYSITELL, the recommendation is sent to the Principal for review. The timeline to accept or reject LPT recommendations is within the first 20 school days of enrollment. If a student appears to be a possible SIFE, use of Appendix EPRG is utilized.
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.  
Entitlement and Non-Entitlement Letters are downloaded from the DOE's Intranet webpage for Instructional and Compliance Resources. The letters are formatted and prepared in advance so that, once a student has been properly identified, letters can go out the same day, thus ensuring parents are informed within five-school days. The ENL teacher, Ms. McGuire, sends home all required letters in the families' preferred home languages.
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).

Entitlement and Non-Entitlement Letters, which are downloaded from the DOE's Intranet webpage for Instructional and Compliance Resources, clearly indicates on page 2, that if a parent feels their child's ELL status should be reviewed and/or reassessed, they should contact our ENL teacher to discuss the matter. The letter further indicates that this contact must be made within 45 days of their child's enrollment if they wish to have their child's ELL status reviewed. This same information is shared at the Parent Orientation Meeting. As always, letters are provided to families in their preferred home language. Copies of letters are maintained in both the students' cumulative folders as well as the school's ENL compliance binder located in the ENL classroom. ENL teacher Ms. Anne McGuire is responsible for this process.

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.

Students who are identified as ELLs receive Entitlement Letters informing parents of entitlement, notifying them of the three programs that are offered in the New York City School System for English Language Learners and also inviting them to a parent orientation. The orientation is conducted by the licensed ENL teacher/coordinator, the parent coordinator, and other staff who provide translation services as necessary. During the Parent Orientation, parents watch the video provided by the DOE in their native language as available and are provided with pamphlets in their native language that once again inform them of the different programs available in the Department of Education: Transitional Bilingual Education, Dual Language and ENL. Should the native language not be available, the Translation and Interpretation Unit is contacted. In addition, parents have the opportunity to ask questions. At the end of the parent orientation, the Parent Survey and Program Selection Forms are distributed and explained to the parents; they are encouraged to fill the form out and return them to the school within 5 school calendar days. For parents who are unable to attend the parent orientation, the ENL teacher contacts the parents to arrange an orientation convenient to them to view the video and complete the forms. For parents who cannot be reached or do not complete the forms within 5 days, by default the students are placed in a TBE program. Since our school does not currently have a TBE program, they are placed in the ENL program. Placement Letters are sent home to parents informing them of the program their child is placed in. For parents who choose a program that the school does not offer, they are given a list of schools that offer such programs and are informed of their options to transfer to another school. Parent choice results are input in the designated ATS (ELPC screen) as they are received.

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.

Approximately 95% of our families attend the Parent Orientation Meeting and complete and sign the Parent Survey and Program Selection form at that time. If the Parent Survey and Parent Selection forms are not returned within two days, The ENL teacher reaches out to the family to inquire and sends a second Parent Selection Form. For parents who cannot be reached or do not complete the forms within 5 days, by default the students are placed in a TBE program. Since our school does not currently have a TBE program, they are placed in the ENL program. Original parent survey and program selection forms are placed in the students' cumulative folder and copies are maintained in the ENL compliance binder which is kept in the ENL classroom.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
In order to monitor all Parent and Survey Selection Forms that have been both returned and not returned, the ENL teacher maintains a checklist containing all names of families for whom a selection form was distributed. The checklist includes the date the form was distributed, and a place to check off when the form is returned completed. Copies of all forms as well as the checklist are kept in the school's "ELL Compliance Binder" which contains all documents related to the ELL identification process.

9. Describe how your school ensures that placement parent notification letters are distributed.  
Once the ENL teacher determines that the Parent Survey and Program Selection Form have been completed, signed and returned, the ENL teacher immediately generates a Placement Letter notifying the family that their child has been placed in the appropriate program. Copies of all letters are retained in the "Compliance Binder" mentioned in our response to question 8.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
For each ELL students who was determined to be NYSETEL eligible, all original documentation is maintained in the child's cumulative record folder. Originals are placed in the students' cumulative folder and copies are maintained in the ENL compliance binder which is kept in the ENL classroom.

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.

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

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

Once results from the previous spring's NYSESLAT are available, the appropriate letters for each student are generated by Ms. McGuire from the DOE's Intranet webpage for Instructional and Compliance Resources. Originals are placed in the students' cumulative folder and copies are maintained in the ENL compliance binder which is kept in the ENL classroom. The ENL teacher follows up with families for which a signed letter was not returned.

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).

Based on the parent choice trends on the Parent Survey, the school's language program is in alignment with parent choice and program offerings. P.S. 116 offers a question session during the Parent Orientation where parents have the opportunity to ask questions about each of the programs and options that are available to them and their children. The parents are then asked to complete their program choice selections. Approximately 98% choose a freestanding ENL program for their children. When parents opt for a Transitional Bilingual Education Program or Dual Language Program as their first choice, we explain that our ELL population speaks 20 different languages and, as such, cannot accommodate this choice because there are not enough students in a particular grade and/or particular language to offer such a program. In such cases, we do assist families in researching and locating a school within the district that can accommodate this request. In the future, if there are an adequate number of students (15) in one or two contiguous grades who speak the same language, and whose parents desire a transitional bilingual education program or dual language program, P.S. 116 will apply to the New York City Department of Education to create the appropriate program at the school in order to accommodate parents' choices and students' needs.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction 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.

We offer a freestanding ENL program with pull-out standalone instruction to build and develop language skills, and integrated ENL where the ENL teacher uses the push-in model when possible for targeted instruction in all content areas. The ENL teacher collaborates with classroom teachers to build upon classroom instruction and modify any instruction and assignments, thereby scaffolding classroom content-area work. For students who benefit from native language support, native language dictionaries and glossaries and books in the native language, if they exist, are available. This empowers students by making classroom work more manageable and comprehensible. The ENL teacher aligns instruction with the classroom teachers' curriculum and units of study. The ENL teacher teaches reading and writing through the balanced literacy approach with small group instruction to target language development, content-area knowledge and strategies, along with extensive use of visuals. She also provides native language dictionaries and glossaries for additional support. ELLs are grouped heterogeneously as well as homogeneously according to their proficiency levels, and they are provided with support based on their classroom curriculum.

- 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)?

Entering students receive 180 minutes of Standalone ENL and 180 minutes of Integrated ENL instruction for a total of 360 minutes per week. Emerging students receive 90 minutes of Standalone ENL instruction, 180 minutes of Integrated ENL instruction and 90 minutes of either Standalone ENL instruction or Integrated instruction per week. Transitioning students receive 180 minutes of service per week. They receive 90 minutes of Integrated ENL instruction, and 90 minutes of either Standalone ENL or Integrated ENL instruction. Expanding students receive 1 unit (180 minutes) of study in ENL/ELA or other Core Content Area per

week. Commanding students (former ELL's) receive 90 minutes per week of Integrated ENL in ELA/Core Content Area. The ENL teacher maintains a schedule to ensure that students are receiving the mandated number of hours.

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.

The ENL teacher uses sheltered instruction which provides scaffolding strategies to engage students, deliver content-area information. She takes into consideration the students language proficiency, skills, and levels. The ENL teacher helps connect new content with students prior knowledge as often as possible, and uses books and magazines in various reading levels, as well as pictures, drama, and video. She encourages students to work collaboratively in order to build and broaden comprehension. The strategies help to clarify and reinforce all content-area instruction. Books, dictionaries, and audio/video when possible, are offered to provide support for students in the native language. Investigations in Number, Data, and Space® is our school's chosen mathematics curriculum. Children engage in the learning of math concepts by using manipulatives so that they may build a strong mathematical foundation. It is our goal to enable all students to become adept at problem solving, to engage in critical thinking, and as a result, come up with strategies that demonstrate their ability to find solutions that work for them. Throughout this process language is developed within the context of mathematics through conversation and written words. In addition, the ENL teacher works closely with classroom teachers to implement strategies that aid in the mathematical language/vocabulary development. The same process occurs in the other subject areas as well (i.e. Science[FOSS] and social studies).

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

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

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

The ENL teacher targets all four modalities of English acquisition. The ENL teacher throughout the year uses oral speaking activities such as songs, chants, poetry, reading aloud in pairs or in groups using microphones to assess how well a child's oral language and speaking ability is developing. Additionally, class discussion is an integral part of the ENL class. Here, each child is encouraged to speak to the group and to listen to comments and questions from classmates and then respond to what was said. Through this process, the ENL teacher is able to assess each child's speaking and listening abilities, and each child as well can assess whether their speaking and listening is growing. Throughout the year the ENL teacher compares NYSITELL and NYSESLAT findings with Teachers College Reading and Writing Project running records and reading assessments, as well as Scholastic's In-Book assessments for grades 3 through 5. Additionally, classroom teacher informal assessments are used to gather information regarding the progress of all students. The ENL teacher notes which modalities (speaking, listening, reading, writing) students are making progress, and where further instruction is needed.

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

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

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

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

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

b) Our focus for students between 0-3 years of ENL instruction is to provide them with salient vocabulary, attention to their receptive skills (listening & reading) as well as introducing basic structures for written and spoken language. Students will be

primarily grouped based on proficiency levels. However, Entering and Emerging students may be grouped when similar needs arise. Similar hours of mandated instruction afford the opportunity to emphasize heterogeneous groups and differentiated instruction. Higher-level students will serve as models for Entering students while they acquire higher levels of academic language. Transitioning and Expanding level students will be grouped together, but instruction will be differentiated within this group as well as determined by need. Kinesthetic learning activities such as poetry, reader's theater, dance, song, dramatic performance including tableaux are utilized, particularly with Entering and Emerging ELL's. Additionally, high-interest activities such as field trips related to class studies, and creative cooperative group projects are used to build student engagement and enrich the language learning process.

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

d) We currently do not have any long-term ELL's, however, should a student transfer to P.S. 116, they will be provided with interventions such as small-group instruction with a focus on reading and writing. The ENL teacher would work collaboratively with the classroom teacher to provide push-in support.

e) Former ELLs will receive 90 minutes per week of integrated ENL in ELA/core content-areas. They receive instruction involving videos and magazines, such as "Time for Kids Around the World," as well as "Science Spin" and "Scholastic News." These materials are utilized to continue delivering content material at the students' appropriate reading levels. Additionally, they will receive testing modifications as determined as necessary, with collaboration between the classroom teacher, the ENL teacher, the testing coordinator and the family.

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.

Students re-identified as ELL or non-ELL, based on the approved re-identification appeal within 45 days of student enrollment, will be closely monitored by the classroom teacher for 6-12 months who will report to the Principal the progress being made to ensure the re-identification did not adversely affect the student. Formal assessment such as TCRWP and TC Running Records as well as informal assessments such as observations and conferring notes will provide a holistic picture of the students' academic growth. From there, a determination is made as to whether the students' academic progress has or has not been adversely affected by the re-identification process. If the principal, in consultation with the classroom teacher and parent/guardian, believes that the student may have been adversely affected by the determination, the principal will provide additional support services and/or reverse the ELL determination within the same 6 to 12 months. If the principal's decision is to reverse the ELL status, she will consult with the superintendent. Additionally, notification will be provided to the parent or guardian in the preferred language within 10 school calendar days of the decision. Copies of the letter will be kept in the student's cumulative folder, as well as in the school's ENL compliance binder located in the ENL classroom.

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?

The ENL teacher and classroom teachers of ELL-SWDs use instructional strategies and grade-level materials to provide students with access to academic content and to guide students in accelerating English language development. Teachers of ELL-SWDs follow students' IEPs in regard to academic and language goals for individual students and mandated services that these students are obligated to receive. The outside services, such as SETSS, Speech and ENL, provide students with additional academic support. Classroom teachers and service providers discuss with one another the student's progress and continued needs. Classroom teachers also differentiate within their classroom, creating small groups to target specific student's academic and language needs. The ENL teacher and classroom teachers collaborate to build academic content by providing students with grade appropriate content at their reading level. As such, content-area materials at various levels of text are provided to ensure students have access to the content and can achieve maximum comprehension. Materials used for the various subgroups include, on-line reading programs such as "Raz Kids" and "Newsela" as well as laptops for individual writing projects/research and the development of language skills.

9. 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?

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

Chart

**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	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

Chart

**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 <i>per week</i> (540 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/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 <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.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/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

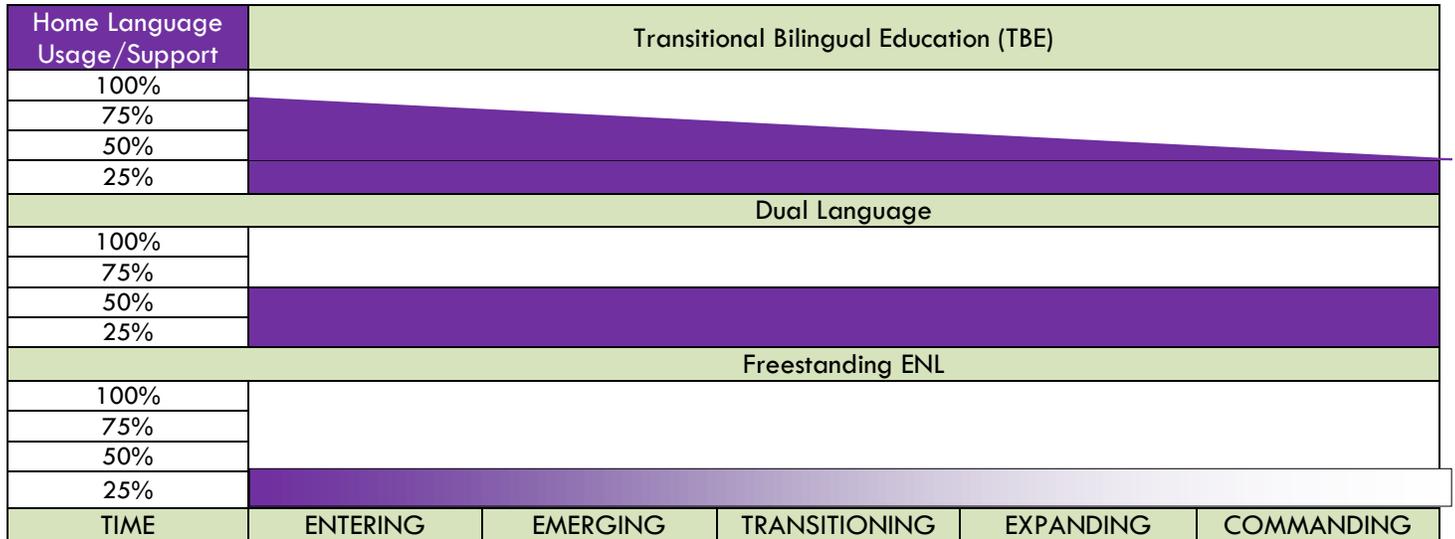


\*Note “other approved services” does not apply to New York City at this time.

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. All of our ELLs will be presented with differentiated intervention services during the school day, through guided reading, targeted small-group instruction led by our reading specialists, content areas (i.e. mathematics, social studies, science) small group instruction and after-school programs. We have students who are in full-time special education classrooms as well as those who receive SETTS support. Their needs will continue to be addressed using ENL methodologies aligned with the goals stated in their IEP's. These goals are supported with programs such as Wilson, Foundations, Recipe for Reading, Mathematics in the City and Razkids.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
In studying the 2015 NYSESLAT test results we can see the majority of our students are moving proficiency levels with 9 students reaching the Commanding level and 23 students achieving the Expanding Level. In content areas, NYS CCLS tests in Math and Science demonstrate that the content-area needs of our ELL's are being met since their results mirror the results of the entire school population.
12. What new programs or improvements will be considered for the upcoming school year?  
The school will offer an after-school program provided by the Children's Theater Workshop specific to ELL's entitled "Making Book Sing." This program will afford students the opportunity to write and perform musical theater productions of stories they read in school. This program will help develop students' communication/performance skills by providing them forum to communicate and express themselves through various formats (writing, acting, singing).
13. What programs/services for ELLs will be discontinued and why?  
No previously set in place programs aimed at servicing ELLs will be discontinued for the current school year.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
P.S. 116's ELLs are provided the same support services as all other P.S. 116 students, as necessary, including: counseling, occupational therapy, speech therapy, and physical therapy. These services are provided in English. In addition, P.S. 116 provides the following additional support services for students, which ELLs are invited to participate in the same manner as the rest of the P.S. 116 population, except in the case where the home language preference is other than English. In those instances, communication is provided in the parents' preferred language:  
Extended Day Literacy — a 1-hour extra literacy block for students that have been identified as requiring extra support  
Extended Day Math — a 1-hour extra math block for students that have been identified as requiring extra support  
Saturday Test Prep Academy — A Saturday program designed to provide test taking strategies for New York State Standardized exams.  
NY ChessKids - Curriculum chess offered in the classroom  
KidsClub - A myriad of after school activities/clubs including Music, Dance, cooking, yoga, arts & crafts, photography, sculpture, robotics, knitting, dance, sports, Mandarin, French, science, puppetry...  
Tennis Innovators - An afterschool tennis program available to all students at P.S. 116  
All of these services/programs are provided in English and all of our ELLs are invited and encouraged to participate in these programs.
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.  
All classrooms are equipped with document cameras and a minimum of 5 laptops which are accessible to the students. Additionally, the ENL classroom is equipped with laptops specifically for use by ELLs. ELLs have access to leveled libraries based on Fountas and Pinnell reading levels and participate in a bi-monthly reading buddy program. Books and dictionaries in different languages are provided when needed and realia, functional documents, photographs, visuals, project work, and hands-on manipulatives are all utilized for enrichment of lessons. Classroom teachers have listening centers designated for ELLs, with read-along tapes to provide additional support in reading fluency. Computer software programs and small-group guided reading target the specific comprehension areas where our ELLs need support. Content-area instructional materials are provided to ELLs according to their grade levels, but matching their reading levels. Subscriptions to periodicals for children such as "Time for Kids" and Scholastic's science-based magazine "Let's Find Out" and "Scholastic News" are also used with ELL's to support and deepen content-area vocabulary, knowledge and skills. Materials can be presented through multiple mediums such as technology, magazines, books on tape, and newspaper. Mathematics manipulatives, charts, tables and other tools are made available to students as they learn mathematics.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
The ENL teacher and the classroom teachers provide extensive visual materials to support their ELLs, and resources in the native language are available to support students' needs. Resources are available for the students to borrow. Families and ELL students are encouraged to speak in their native languages at home, and the cultures from which our ELL students come from are celebrated in school. We incorporate/enrich lessons with materials that tap into students' home languages and cultures, thus bridging the gap between school and home and possible language barriers in order to motivate students. Staff members who speak the same

language as a newcomer participate in orientation sessions to acclimate the student to the school environment. Finally, the school's homework policy encourages parents to engage in scholastic endeavors at home where the home language use is encouraged.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
The ENL teacher is teaching content material that is specific to the grade of the student, aligning the content of the grade level with the student's current language proficiency. The ENL teacher collaborates with classroom teachers to ensure that the instruction provided corresponds to the appropriate ages and grade-levels of the students. Additionally, the ENL teacher has access to all curriculum materials to review as necessary and use as a resource.
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).  
P.S. 116 provides newly enrolled ELLs and their families the opportunity to meet school administration and to tour the school with our parent coordinator Vicky Ritter. During the tour, Ms. Ritter introduces them to the activities they can have access to our school, including after school/enrichment programs.
19. What language electives are offered to ELLs?  
We do not offer language electives at this time. However, PS 116 Kids Club, one of our after school community partners, offers a range of language learning opportunities including Chinese, French , and Spanish.
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.)  
Our ENL teacher, Anne McGuire will attend professional development sessions offered by Teachers College Reading and Writing Program calendar days that specifically address the needs of ELL's. In addition, Ms. McGuire will participate in school based professional study groups and will join select collaborative inquiry teams that look to address the specific needs of English Language Learners. Additionally, the ENL teacher receives, on a regular basis, an email newsletter from the Office of English Language Learners listing professional development opportunities in the region and shares this with all ELL personnel at the school.
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?  
The school provides staff and teachers of ELL's with workshops and study groups focusing on ENL strategies and methodologies to ensure that they receive at least the minimum standard of professional development hours linked to the Common Core Learning Standards as perscribed by the CR Part 154. This includes on-site professional development provided by our ENL teacher, Teachers College Reading and Writing program, ICT consultant Kristin Goldmonsour and Metamorphosis Teaching and Learning. This work is ongoing thoroughout the school year.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
Our "Middle School Liaison" Anne Sammartine as well as our guidance counselor, Melody Pierre, works directly with the classroom teachers, ELL's and their families with the transition process from elementary school to middle school. We support ELLs and their families with the middle school choice process by providing them with information and advice on schools and programs based on the individual needs of each child, and sharing middle school expectations so that students and families know what is expected as they enter middle school. We also assist them with the application process.
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.  
Once every six weeks of the school year the ENL teacher offers professional development training to the school staff. Additionally, teacher teams meet in study groups to investigate strategies and methodologies to address the needs of ELL students. Topics include second language acquisition, developing listening skills, vocabulary development, cultural differences in teaching and learning, and scaffolding techniques in content areas. Sign-in sheets, and agendas are maintained in the main office.

### 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?

Annual individual meetings with families to discuss their child's progress as English Language Learners will be held during the Tuesday Parent Engagement Time allotted to teachers by the Collective Bargaining Agreement between City of New York and the United Federation of Teachers. These meetings will include, discussion of goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas. For those families requiring translation services, the school utilizes staff members who speak a wide range of languages to meet the needs of families. If a parent speaks a language other than a language the school can provide translation for, a friend or family member who may speak dual languages is utilized to help in the translation, and/or the Translation Service Unit is contacted to arrange for a translator to provide translation services. The ENL teacher maintains a log which documents all individual parent meetings with the families of all ELL students. Additionally, all email correspondence and letters sent home are saved.

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. There are many ways in which P.S. 116 involves the parent community, including the families of ELL's. In September, all families are invited to attend their child's classroom Curriculum Night. Flyers are sent out in English and languages other than English. During this evening, families are provided with guidance on how to support their child's schoolwork. It also provides an opportunity to explain our approach to teaching literacy and mathematics. Translators and handouts are available in languages other than English; our staff members provide oral and written translations. In addition, all school flyers are available on our school's webpage which can be translated into over 50 languages. For languages that we cannot provide in-house, we contact the translation unit. By having regular conversations with our staff about specific goals for each grade, teachers are better able to explain to families the expectations we hold for their children. This is the thirteenth year our school is providing our "Families as Reading & Math Buddies" program, which takes place every first and third Friday of the month during first period. During this time, parents are encouraged to join their child's class for a period of reading and math. Depending on the grade, teacher, and the parents' own comfort levels, they can participate in a variety of ways. They may read to a small group of children or students may read to them. Parents may play a math game with children, or may collaborate with them to solve a problem. No matter how they participate, all parents, including the parents of ELLs, leave with a better understanding of how to help their children at home.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The following partnerships with Community Based organizations exist to provide workshops to the families of our ELL students on topics such as health and nutrition, bullying, helping children to become better listeners, organization skills and puberty:
  - The Morningside Center for Social Responsibility
  - The NYU Child Study Center
  - The NYU Food Studies Program
  - The Jewish Board of Family Services

5. How do you evaluate the needs of the parents?

3. The school looks carefully at the results of the NYCDOE's Learning Environment Survey, which are distributed in the native language, to help evaluate the needs of families. Flyers are sent home in native languages. Families are further encouraged to visit the school's website often for any school information as the website can be instantly translated into over 50 languages. In addition, the Parent Teachers Association is sensitive to the needs of our ELL parents and continually strives to meet the needs of ELL families, providing translation in the native language as needed. Finally, the PTA and School Leadership Team provide regular feedback to the school's administration on ways to better meet the needs of all families, including those of ELLs.

6. How do your parental involvement activities address the needs of the parents?

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

**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.

School Name: _		School DBN: #INGEST ERROR!	
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)
Jane Hsu	Principal		
Gary Shevell	Assistant Principal		
Vicky Ritter	Parent Coordinator		
Anne McGuire	ENL/Bilingual Teacher		
	Parent		
Soyoung Ahn / 5 th Grade	Teacher/Subject Area		
Andrea LaRocca / Intervention	Teacher/Subject Area		
Naomi Berkowitz	Coach		
	Coach		
Melody Pierre	School Counselor		
Bonnie Laboy	Superintendent		
Sileni Nazario	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **02M116** School Name: **The**  
Superintendent: **Bonnie Laboy**

### 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

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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 school makes note of all Home Language Surveys which indicate on Part 3 that the parent wishes to receive written and oral communication in a language other than in English. Preferred home language is also noted on the school's blue emergency contact cards in the event the card needs to be utilized.

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.

Arabic, Chinese, French, Japanese, Montenegrin, Polish, Spanish

### 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 following documents are distributed to families in a timely-manner, based on when they are distributed to the general population of the school: Class newsletters, Letters from administration, Curriculum overviews, Parent/Teacher Sign-up forms, Parent Handbook, Report Cards, Testing information, All ENL meetings announcements and agendas, and all documents that are distributed to schools by the Department of Education. Additionally, the following information is always available on our school's website ([www.ps116.org](http://www.ps116.org)) in over 80 languages: General school information, Registration information, After-school information, School calendar, Testing information, PTA information, Parent resources, and Student resources.

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.

Curriculum Night (September), ENL orientation meetings (Sept/Oct and ongoing based on registration), ENL breakfast (March), Parent/Teacher Conferences (November, March, May), PTA meetings (monthly), Annual/Triennial/Initial reviews (as necessary)

Informal meetings, such as those held by administration, teachers, counselors, attendance monitors, secretaries, parent-coordinator, and after-school programs, are held as needed based on the situation and are ongoing throughout the year.

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

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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 documents indicated in Part B are distributed to families in a timely-manner, based on when they are distributed to the general population of the school in order to meet identified translation needs. Written documents are translated in-house. Additionally, the school can utilize the written translation services provided by the Translation and Interpretation Unit. Finally, parents are provided with the contact information (email, telephone) of the Translation and Interpretation Unit.

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 translation is often provided by staff members who speak multiple languages or family members/friends, as is typically requested by families. Additionally, the school can utilize the over-the-phone interpretation services provided by the Translation and Interpretation Unit. Finally, parents are provided with the contact information (email, telephone) of the Translation and Interpretation Unit.

## **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.)

All staff have access and are provided with copies of the Language identification Guide, which covers over 30 languages, as well as the Information card provided by the Translation and Interpretation Unit, both of which contain the contact information for the over-the-phone translation services. Additionally, information for how teachers can access interpretation services is provided in the school's Faculty Handbook.

## **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

As per Chancellor's Regulation A-663 all required notifications and displays have been provided and/or are in place. The Welcome Poster and Language ID Guide are posted at the beginning of the year at the security desk and main entrance. Additionally, the Parents Bill of Rights is shared with families at registration and is available in all of the DOE provided Languages. Finally, the Parent's Guide to Language access is available for all parents to take in the main office. The Parent's Guide to Language Access is also distributed at ENL parent meetings.

## **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)

Informal feedback is provided to the Parent Coordinator as well as the ENL teacher, as typically many families who require translation services are the parents of ELL's. Additionally, our school's website ([www.ps116.org](http://www.ps116.org)), which is able to be translated into more than 80 languages, has the ability to accept feedback/suggestions regarding the quality and availability of services.

