



ALFRED E. SMITH ELEMENTARY SCHOOL

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 02M001

ADDRESS: 8 HENRY STREET, NEW YORK, N.Y. 10038

TELEPHONE: (212) 267- 4133

FAX: (212) 267-4469

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 001 **SCHOOL NAME:** Alfred E. Smith Elementary School

SCHOOL ADDRESS: 8 Henry Street, New York, N.Y. 10038

SCHOOL TELEPHONE: 212-267- 4133 **FAX:** 212- 267- 4469

SCHOOL CONTACT PERSON: Amy Hom **EMAIL ADDRESS:** ahom@school.ny.c.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Christine Wong

PRINCIPAL: Amy Hom

UFT CHAPTER LEADER: Christine Wong

PARENTS' ASSOCIATION PRESIDENT: Michelle Liao

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 2 **SSO NAME:** Integrated Curriculum & Instruction

SSO NETWORK LEADER: Judith Chin

SUPERINTENDENT: Daria Rigney

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Amy Hom	*Principal or Designee	
Christine Wong	*UFT Chapter Chairperson or Designee	
Michelle Liao	*PA/PTA President or Designated Co-President	
Xiomara McEachern	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Oi Ping Ng	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Bonnie Mak- shared	Member/ Teacher	
Elisabeth Stephens Schulz	Member/ Teacher	
Helen Yu	Member/ Teacher	
Angela Chi –shared	Member/ Teacher	
Eptihajj Pickering	Member/ Parent	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

Alfred E. Smith Elementary Public School 1 is located in Community District 2 in the heart of Chinatown.

Entering students in grades kindergarten through 5 who score at the advanced level on the Language Assessment Battery (LAB-R) are placed in monolingual classrooms being serviced five periods a week by English as A Second Language (ESL) licensed teachers. Students who score at the beginning and intermediate levels are serviced at least ten times a week. All of our students are receiving an integrated program in which their communication skills are being developed in the context of the exploration of the world events, ideas, and experiences in a student-directed environment. This integrated and rigorous curriculum is one in which teachers plan for children to learn English while they are learning content. ELL students are assessed on the NYSESLAT and based on these scores, services may be continued or discontinued.

P.S. 1 classroom environments encourage questioning, critical thinking and risk taking. Children are encouraged and given opportunities to evaluate and reflect on their own learning. High standards and expectations are clear to all and there are ongoing discussions about children's responsibility to do their best. P.S. 1 uses the Teachers College Reading and Writing Workshop model and the Investigations math curriculum. Our workshop model allows students at various levels to grow as independent readers and writers. The Investigations curriculum build mathematical proficiency through developing conceptual understanding and procedural fluency.

P.S. 1 focuses on students learning the content curriculum such as science and social studies through inquiry. Students ask questions, research information and analyze data to answer these questions. They present and share their findings. Through this process, our students become independent learners and critical thinkers. P.S.1 uses staff developers flexibly to meet the needs of teachers and students. Our school has one in-house math coach and a part-time literacy coach. We also work with outside consultants from *Teachers College Reading and Writing Project*, *Australian United States Services In Education (AUSSIE)*, and *GoldMansour and Rutherford*.

The school collaborates with *The National Dance Institute*, *Ballet Tech*, *American Ballroom Dancing Theatre*, *New York Junior Tennis League*, *United Downtown Soccer Club*, *New York Roadrunners Youth Program*, *American Ballet*, *Midori & Friends*, *Chinatown Sports Club*, *Children's Museum of Manhattan*, *Penny Harvest*, *My Own Book Fund*, *Verizon Pioneers*, and *Young People's Chorus*. P.S. 1 also partners with other organizations including *Everybody Wins*, *Charles B. Wang Community Health Center*, *Children for Children*, *Learning Leaders*, *YMCA Swim Program*, *Asian Professional Extension (APEX) Programs*, *Brooklyn and Manhattan International High School Interns*, *America Reads*, *Inner Resilience Program*, *New York Downtown Hospital*, and *New York University Dental Program*.

P.S.1 parents are involved in all major decisions impacting our school. Our parent coordinator who is multilingual serves as the liaison between the school, home, community and Department of Education.

P.S. 1 classroom environments encourage questioning, critical thinking, and risk-taking. P.S. 1 is a school where children learn academic, social and personal skills that enable them to become successful productive citizens. Our classrooms differentiate instruction to meet the learning needs and styles of all students.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
School Name:	P.S. 001 Alfred E. Smith						
District:	2	DBN:	02M001	School BEDS Code:	310200010001		
DEMOGRAPHICS							
Grades Served:	Pre-K	√	3	√	7		11
	K	√	4	√	8		12
	1	√	5	√	9		Ungraded
	2	√	6		10		√
Enrollment				Attendance - % of days students attended:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09
Pre-K	47	48	54		96.1	95.4	95.7
Kindergarten	83	87	90				
Grade 1	105	79	86	Student Stability - % of Enrollment:			
Grade 2	90	102	70	(As of June 30)	2006-07	2007-08	2008-09
Grade 3	88	86	72		93.8	91.3	92.4
Grade 4	97	86	72				
Grade 5	93	89	86	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 7	0	0	0		81.6	81.6	81.6
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 11	0	0	0		10	9	10
Grade 12	0	0	0				
Ungraded	1	1	1	Recent Immigrants - Total Number:			
Total	604	567	556	(As of October 31)	2006-07	2007-08	2008-09
					2	1	4
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09
# in Self-Contained Classes	25	20	22	Principal Suspensions	1	7	6
# in Collaborative Team Teaching (CTT) Classes	0	0	7	Superintendent Suspensions	1	0	0
Number all others	39	37	35				
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:			
				(As of October 31)	2006-07	2007-08	2008-09
				CTE Program Participants	0	0	0
				Early College HS Program Participants	0	0	0
English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	187	201	198	Number of Teachers	41	43	40

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	5	7	Number of Administrators and Other Professionals	4	11	10
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	2	4
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	73.2	83.7	80.0
				% more than 5 years teaching anywhere	58.5	67.4	72.5
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	90.0	91.0	95.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	97.6	100.0	100.0
American Indian or Alaska Native	0.3	0.4	0.5				
Black or African American	10.8	11.1	11.7				
Hispanic or Latino	12.9	16.2	16.2				
Asian or Native Hawaiian/Other Pacific Isl.	74.3	70.6	68.9				
White	1.7	1.8	1.4				
Male	53.2	54.3	56.7				
Female	46.8	45.7	43.3				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area Ratings:							
Elementary/Middle Level				Secondary Level			
ELA:	IGS			ELA:			
Math:	IGS			Math:			
Science:	IGS			Graduation Rate:			

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students		√	√	√			
Ethnicity							
American Indian or Alaska Native		-	-				
Black or African American		-	-	-			
Hispanic or Latino		√	-	-			
Asian or Native Hawaiian/Other Pacific Islander		√	√	√			
White		-	-	-			
Other Groups							
Students with Disabilities		-	-	-			
Limited English Proficient		√	√	-			
Economically Disadvantaged		√	√	√			
Student groups making AYP in each subject		5	4	3	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	66	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	5	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	18.6	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	40.1						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	2.3						

KEY: AYP STATUS		KEY: QUALITY REVIEW SCORE					
√ = Made AYP		Δ = Underdeveloped					
√ ^{SH} = Made AYP Using Safe Harbor Target		► = Underdeveloped with Proficient Features					
X = Did Not Make AYP		√ = Proficient					
– = Insufficient Number of Students to Determine AYP Status		W = Well Developed					
		◇ = Outstanding					
		NR = No Review Required					

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

A review of the most recent 2009 NYSESLAT results reveal that in kindergarten, out of a total of 39 students, 24 were designated as "Beginners", 13 as "Intermediates" and 2 as "Advanced". There were no children who were designated "Proficient." The previous year's NYSESLAT results demonstrated that 100% of 46 kindergarten ELLs were designated "Basic." Upon further investigation, it was learned that most of the kindergarteners were newly arrived immigrants from China and English was not spoken at home. However, NYSESLAT data also revealed that as students spent more years in our schools, their English proficiency improved. 2008 NYSESLAT data indicate that the out of that kindergarten group who tested as "Basic", 3 remained designated "Basic", 8 "Intermediate" and 32 "Advanced."

New York English Language Arts (ELA) test results indicate that although the students performing at levels 3 and 4 have increased from 2007-2009 (73%, 74%, and 76.6%), the average change in student proficiency for Levels 3 and 4 is relatively low for 2008 and 2009 (0.01 and -0.06 respectively). However for our level 1 and 2 students the average change in student proficiency is significant : 0.30 and 0.49. It demonstrates that we have been able to impact our lower level students but need to give more targeted attention in supporting our more proficient readers and writers to make meaningful gains.

New York State ELA test results indicate that 66% of 9 our self contained upper grade students (grades 3 and 4) tested at Level 1 and 22% tested at level 2 and 11% at level 3. This is an improvement over 2008 in which 71% scored level 1 and 16% scored level 2. Independent Reading levels indicate that these students are reading below grade level, some by 2 or more years.

Aids/Barriers

Over the past two years, the standardization of assessment tools schoolwide has facilitated common understandings about the reading and math curricula. In reading, the use of Teachers College Assessment Pro and running records packets has allowed the school community to discuss reading levels and grade reading benchmarks. Similarly with the guidance of a staff developer, the school has constructed and implemented rubrics in both narrative and non-narrative writing. We have also established a procedure for collecting math data utilizing the end of unit benchmark checklists. The use of these tools have enriched not only our understanding of assessments but also the teaching and planning of various units. It also established grade-wide and school-wide cohesion and accountability as to the curriculum that is being taught. Data collection has allowed administrators,

coaches and staff developers to identify trends, successes and next step. Because the information is shared with the P.S. 1 community, everyone participates in discussion of children's learning.

The use of the TERC Investigations in Number Data, and Space (2nd edition) curriculum has been a significant aid to our students' math performance. This constructivist approach to the teaching and learning of mathematics, with its emphasis on fostering procedural fluency and conceptual understanding, prepares students to meet both state content and process standards. The "hands-on" nature of the curriculum is engaging and offers many suggestions for differentiating lessons to meet the needs of at-risk, ELL, and accelerated students. Academic intervention services are a second aid to our school's success. By identifying the most at-risk students and providing them with differentiated instruction in small-group settings, student progress has improved.

One of the most significant barriers to our school's continuous improvement will be helping newly arrived students not only become acclimated to our school community but also to learn a new language. They arrive at P.S. 1 with a range of schooling experiences and skills. Some are able to adjust quickly and others need more time. Some arrive in September and some arrive in the middle of the year. A majority of them are kindergarten students but this year a significant number of 3rd and 4th grade students have also become part of our school. All these factors need to be considered as we endeavor to provide the best support services to ensure that the students are learning yet are able to be an active part of their class community.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

Goal 1: Grade 1 ELL students who were designated "Beginner" and "Intermediate" will show improvement in the areas of speaking, listening, reading and writing as measured by the results on the NYSESLAT assessment.

From data gathered in 2008-2009, the NYSESLAT exam (including reading, and writing scores) indicate there are 24 ELL students labeled as beginners level and 13 ELL students labeled as intermediate level from Kindergarten and Grade 1.

- 50% of the ELL Beginners (12) will move to the Intermediate level on the NYSESLAT
- 50% of the ELL Intermediates (6) will move to the Advance level on the NYSESLAT

Goal 2: For grades 4 and 5 students who tested the previous year at Levels 3 and 4, the average proficiency will increase by .06 on the 2010 New York State ELA test.

Goal 3: At least 50% of students in self contained special education classes will increase their independent reading by at least two Fountas and Pinnell levels.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant):	ELL – Beginners and Intermediates in Grades 1
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<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Students’ achievement in literacy for the ELL population- the Beginners and Intermediates in Grade 1 and 2 will show improvement in the areas of speaking, listening, reading and writing as measured by the results on the NYSESLAT assessment.</p> <p>From data gathered in 2008-2009, the NYSESLAT exam (including reading, and writing scores) indicate there are 24 ELL students labeled as beginners level and 13 ELL students labeled as intermediate level from Kindergarten and Grade 1.</p> <ul style="list-style-type: none"> • 50% of the ELL Beginners (12) will move to the Intermediate level on the NYSESLAT • 50% of the ELL Intermediates (6) will move to the Advance level on the NYSESLAT
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Classroom libraries will be reviewed to ensure they contain leveled reading materials • ELL children’s reading will be monitored to ensure matches to leveled texts. • Independent reading level chart data collated and analyzed by teachers and grade teams (cross checking, multiple sources of data) in October, November, March, and May during grade meetings, paying special attention to ELL student • Extended day targeted sub group of ELL students for at least one cycle of 8 weeks • ELL subgroup focus of all data analysis meetings • Inter visitation to ELL similar peer schools with a focus on oral language development. • Kindergarten and Grade 1 Inquiry to focus on oral language and small group instruction. Identify students as Beginners and Intermediates, additional services will be provided during 37.5 minutes by additional specialty teachers and Pre-Kindergarten teachers in a small group of no more then 5 for five of the six cycles of eight weeks. • Principal will attend year round study groups to address ELL issues and teaching practices and will share articles and presentation from Dr. Lillian Fillmore through grade meetings. • ELL LSO Network Specialist will meet will teachers once a month to discuss best ELL practices. • Extended Day Enrichment Programs

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Use of Title III funds for programs such as Family Literary Theater to develop comprehension and to focus on oral language development for after school activities and Saturday programs. • Extended day – as a school every teacher works with a small group of ELL learners. • Use Tax Levy, Title 1, Inquiry Team, and Highly qualified teachers. 	
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>All year – Faculty/grade conference agendas, instructional walk-throughs, and checklist from ELL workshop, observations and feedback to informally note the frequency of small group instruction.</p> <ul style="list-style-type: none"> • Class reading level data collected by administration in October, November, March, and May • Students’ reading level reports will demonstrate individual student progress and will continuously support the process of setting interim goals. • Assessments such as NYSESLAT and LAB-R scores will be used to support interim goal for ELL students to demonstrate that students made progress. • Documentation will be made to identify ELL trends for new teachers for the following year. • Spring 2010 NYSESLAT will show 	

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): ELA- Level 3 and 4 Students

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>For grades 4 and 5 students who tested the previous year at Levels 3 and 4, the average proficiency will increase by .06 on the 2010 New York State ELA test.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Teachers will meet once a month to analyze data to review progress of their students on ARIS, Acuity, and Teachers College Assessment Pro. • Teachers will have a comprehensive record keeping system for both hard (ELA scores) and soft data (classroom observations and assessments) to inform small group instruction and set interim goals for students in subgroups. • Teacher will submit data on every student’s reading level in October, November, March, and May during grade meetings to address the progress of level 3 and 4 students. • Teacher will include level 3 students as indicated by ELA scores in at least one out of four cycles for literacy intervention during 37.5 minutes during the school year (cycle #3) • Grade level inquiry team will follow inquiry process with identified targeted subgroups meeting with each group once a week. • Students will receive support services/intervention in targets skills identified by data analysis from predictive, interim assessments with intervention teachers. • All grade 3, 4, & 5 teachers will work with consultant to effectively teach critical literacy and high level literacy skills and strategies.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Inquiry team members will identify targeted students and develop a course of action for students through independent reading level charts correlated to predictive results to identify critical thinking skills, phonemic awareness, decoding, comprehension of target group. • Use Tax Levy, Title 1, Inquiry Team, C4E and highly qualified teachers.

Indicators of Interim Progress and/or Accomplishment

Include: interval of periodic review; instrument(s) of measure; projected gains

All year – Faculty/grade conference agendas, instructional walk-throughs, and observations and feedback to informally note the frequency of small group instruction.

- Class reading level data collected by administration in October, November, March, and May. Students' reading level reports will demonstrate individual student progress and will continuously support the process of setting interim goals.

Level 3 children in **Grade 4 :**

- will be reading level O/P/Q in September
- will be reading level P/Q/R in November
- will be reading level Q/R/S in March – T or above Level 4
- will be reading level R/S/T in May – U or above Level 4

Level 3 children in **Grade 5 :**

- will be reading level R/S/T in September
- will be reading level Q/R in November
- will be reading level S/T/U in March – V or above Level 4
- will be reading level V/W/X in May – W or above Level 4

- Interim assessment such as TC Assessment Pro, Acuity Predictive, on demand writing (before and after the unit of study) will be administered and the results analyzed to target specific needs and instruction.
- Student progress as evidenced by end of year summary data in ARIS and TC Assessment Pro

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Independent Reading – Self- Contained Special Education Students

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>At least 50% of students in self contained special education classes will increase their independent reading by at least two Fountas and Pinnell levels.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • The literacy coach will meet for two periods of week to plan and debrief lessons. In planning the lessons, the coach will guide the teacher in differentiating the content and accommodating the learning styles of the different students in her class. • The coach will model lessons and co-teach. There will also be a meeting time to debrief the lesson and plan for next steps. • The teacher will participate in monthly grade meetings in which grade benchmarks are discussed. • The teacher will also participate in monthly special education meetings with other special education teachers in the school to share teaching and grouping strategies as well as literacy tools to support children with learning disabilities. • Staff developers will meet with teachers to plan and adapt curriculum units to meets student needs. • Teachers will have the opportunity to attend outside professional development workshops to enhance their literacy training (i.e. Foundations, Wilson) • Teachers will seek out books that are high interest but at a low readability level for the more struggling readers.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Teachers will identify targeted students and develop a course of action for students through independent reading level charts and knowledge of book characteristics to improve student reading. • Use Tax Levy, Title 1, Inquiry Team, C4E and highly qualified teachers.

Indicators of Interim Progress and/or Accomplishment
Include: interval of periodic review; instrument(s) of measure; projected gains

- Quarterly monitoring of student's independent reading level for progress
- Acuity Predictive

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	15	13	N/A	N/A	1	0	1	5
1	78	6	N/A	N/A	1	0	1	10
2	19	6	N/A	N/A	2	0	0	2
3	44	66	N/A	N/A	1	0	0	10
4	18	24	5	15	3	0	0	6
5	36	36	5	20	6	1	0	11
6								
7								
8								
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p><u>During the day:</u> One literacy intervention staff – small groups At-Risk – Resource Rooms – small groups Reading Recovery teacher – one-on –one services American Reads and Learning Leaders –one-on-one services Everybody Wins –lunch time reading Program –one-on-one services Extended Day (37.5 minutes four days a week) – Monday thru Thursday (Foundations in 12:1:1 and Wilson in Resource Room)</p> <p><u>After school:</u> Title III programs – Science and Health –small groups (10-15 children with two teachers) Culinary Class - small groups (10-15 children with two teachers)</p> <p><u>Saturday:</u> Grade 4 - small groups (10-15 children with two teachers) two hours for 18 weeks</p>
Mathematics:	<p><u>During the day:</u> Math Coach- small group and individual Extended Day (37.5 minutes four days a week) - Monday thru Thursday</p> <p><u>Saturday:</u> Grade 4 - small groups (10-15 children with two teachers) two hours for 18 weeks)</p>
Science:	<p><u>During the day:</u> Extended Day (37.5 minutes four days a week) - Monday thru Thursday</p> <p><u>After school:</u> Lego Robotics - small groups (10-15 children with two teachers)</p>
Social Studies:	<p><u>During the day:</u> Extended Day (37.5 minutes four days a week) - Monday thru Thursday</p>

At-risk Services Provided by the Guidance Counselor:	<u>During the day:</u> Two guidance Counselors – at risk services during lunch times –small group and individual Extended Day (37.5 minutes four days a week) --small group and individual Monday thru Thursday
At-risk Services Provided by the School Psychologist:	<u>During the day:</u> Two School Psychologist – at risk services during lunch times –small group and individual Extended Day (37.5 minutes assigned days) --small group and individual on Thursdays
At-risk Services Provided by the Social Worker:	<u>During the day:</u> One Social Worker – at risk services during lunch times –small group and individual Extended Day (37.5 minutes Wednesdays)
At-risk Health-related Services:	<u>During the day:</u> One Nurse – at risk services during lunch times –small group and individual Extended Day (37.5 minutes four days a week) --small group and individual Monday thru Thursday for additional services i.e., asthma pump use for Grades 3,4, & 5 children.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

ELLs (4-6 years)	SIFE:	SP. ED.						
Long-Term ELLs (more than 6)	SIFE:	SP. ED.						
Total	SIFE:	SP. ED.						
	0		0		0		0	

* FOR SPECIAL ED ONLY: please indicate here the total number of ELLs in Alternate Placement 0

**NUMBER OF ELLS BY GRADE IN EACH LANGUAGE GROUP
TRANSITIONAL BILINGUAL EDUCATION**

	K	1	2	3	4	5	6	7	8	TOTAL
Spanish										
Chinese										
Russian										
Bengali										
Urdu										
Arabic										
Haitian Creole										
French										
Korean										
Punjabi										
Polish										
Albanian										
Other										
TOTAL										

**NUMBER OF ELLS BY GRADE IN EACH LANGUAGE GROUP
DUAL LANGUAGE (ELLS/EPS)**

Spanish										
Chinese										
Russian										
Bengali										
Haitian Creole										
Other										
TOTAL										

**NUMBER OF ELLS BY GRADE IN EACH LANGUAGE GROUP
FREESTANDING ENGLISH AS A SECOND LANGUAGE**

Spanish	3	2		2	2	2				
Chinese	47	36	43	28	42	23				

I										
A										
READING										
B										
I										
A										
WRITING										
B										
I										
A										

DUAL LANGUAGE (ELLs ONLY)

Level	K	1	2	3	4	5	6	7	8	TOTAL
Beginner (B)										
Intermediate (I)										
Advanced (A)										
Total Tested										

LISTENING										
B										
I										
A										
SPEAKING										
B										
I										
A										
READING										
B										
I										
A										
WRITING										
B										
I										
A										

FREESTANDING ENGLISH AS A SECOND LANGUAGE

Level	K	1	2	3	4	5	6	7	8	TOTAL
Beginner (B)	30	24	3	1	1	2				61
Intermediate (I)	1	12	8	12	8	7				48
Advanced (A)	16	2	32	15	29	8				102

Childhood Literacy Assessment System (ECLAS 2)									spring 10	
	1	6		0		16		16	38	
	2	6		0		16		21	43	
	3	0		0		0		0	39-opt out	
NYC ELL Interim Assessments	3									
	4									
	5									
	6									
	7									
	8									
NYC ELA Interim Assessments	3									
	4									
	5									
	6									
	7									
	8									
MATH										
NY State	3	0		3		20		17	40	
	4	0		4		4		12	20	
	5	0		4		5		12	21	
	6									
	7									
	8									
NYC Interim Assessments	3									
	4									
	5									
	6									
	7									
	8									
NYSAA	Sp. Ed.	0		0		0		4	1	
SCIENCE										
NY State Assessment	4	0		1		7		11	19	
	8									
NYSAA	Sp. Ed.	0		0		0		0	0	
SOCIAL STUDIES										
NYS Test	5	4		5		8		0	17	
	8									
NYSAA	Sp. Ed.	0		0		0		0	0	

Test	Grade	Level I		Level II		Level III		Level IV		Total	
		English	NL	English	NL	English	NL	English	NL	English	NL
NATIVE LANGUAGE ARTS											
Spanish LAB (for new admits only)	K										
	1										
	2										
	3										
	4										
	5										
	6										
	7										
	8										
EI SOL	K										
	1										
	2										
	3										
ELE	3										
	4										
	5										
	6										
	7										
	8										
Chinese Reading Test	3										
	4										
	5										
	6										
	7										
	8										

Part B Questions: After a review of the data above, answer the following questions in your LAP narrative for each program

1. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?

2. Describe how the school leadership and teachers are using the results of the ELL Interim Assessments.

3. What are the implications for the school's LAP and instruction? How is the Native Language used?

4. How are the English Proficient students (EPs) assessed in the second (target) language? **(For Dual Language Only)**

5. What is the level of language proficiency in the second (target) language for EP students? **(For Dual Language Only)**

6. How are the English Proficient Students faring in State and City Assessments? **(For Dual Language Only)**

VI. Planning for ELLs (Include in LAP narrative): Answer the questions below keeping in mind the following CR Part 154 instructional unit requirements for ELLs, grades K–8

	Beginning	Intermediate	Advanced
FOR ALL PROGRAMS			
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS			
Native Language Arts		90 minutes daily	45 minutes daily

Answer all, regardless of whether you have these subgroups in your school currently.

1. Describe your plan for SIFE students

2. Describe your plan for ELLs in US schools less than three years (newcomers).

3. Describe your plan for long-term ELLs (in NYC school six years or more).

4. Describe your plan for ELLs identified as having special needs.

5. Describe your plan for continuing transitional support for students reaching proficiency on the NYSESLAT.

6. How does your school assure that the mandated number of instructional minutes is provided according to proficiency levels in each program (as shown above)?

7. How is explicit ESL delivered in each program?

8. To what extent are students served by ESL teachers pushing in or pushing out?

VII. Resources and support (Include in LAP narrative)

1. What instructional materials are used to support the learning of ELLs (include content area as well as language materials)?

2. Describe the professional development plan for all personnel of ELLs at the school. (Please include all teachers.)

VIII. Program descriptions (Include in LAP narrative)

Using the information compiled in this form, describe each program model and the language allocation plan for each in narrative form. Attach to this worksheet.

IX. Completing the LAP (Attach narrative to this document and have it reviewed and signed by appropriate regional staff.)

School Principal
Amy Hom

Date
Revised: January 6, 2010

Regional Instructional Specialist

Date

Local Instructional Superintendent

Date

**Alfred E. Smith Public School
P.S. 1M**

8 Henry Street, New York, NY 10038
Telephone - 212-267-4133 Fax - 212-267-4469

Amy Hom, Principal

September 2009

LAP Narrative

Alfred E. Smith Elementary Public School 1 is located in Community District 2 in the heart of Chinatown. P.S. 1 is a five-story structure that was completed in 1897. The total student population from Pre-Kindergarten to grade 5 is approximately 560 of which 496 are in general education, 205 in bilingual/ ESL education, 38 in resource room, and 22 in self contained special education. The student ethnic composition consists of 69.6% Asian and others that include Pacific Islanders, Alaskan Natives and Native American's, 16% Hispanic, 11% African American, and 8 % white, and 56% are males and 44% are females. The school's average daily attendance is 95.4%. The school is a Title I School wide Project school with the Universal Free Lunch Program.

The school has 31 classrooms, a lunchroom, a gym, and a library. Our school has one full-time Reading Recovery[®] position, 2 full-time positions for small group reading interventions and 1 full-time Language Arts teacher so we are able to support our children's literacy development. P.S. 1 also has 1 full-time literacy coach, 1 full-time math coach, and 3 literacy staff developers/ consultants. In addition there are student

teachers from Teachers' College –Columbia University and America Reads and America Counts tutors from Pace University and New York University.

There are 3 Super Start pre-kindergarten classes, 4 kindergarten classes, and two self contained special needs education classes one in the lower grade 1-3 and one in the upper grade 4 and 5. Also this is our first year with a Collaborative Team Teaching bridge class for Kindergarten and Grade 1 children and a Grade 2 CTT class. There are 4 first grade classes, 3 second grade classes. There are 3 third grade classes, 4 fourth grade classes, 3 fifth grade classes. The kindergarten and grade 1 classes are transitional programs with ELL support due to the fact that most of our children are beginners at these levels.

The foci of our programs are to help Limited English Proficiency (LEP) students gain proficiency in English so that they can make a prompt transition to learning only in English. The ELL support helps students to develop English language skills and proficiency. We will continue to support our ELL at- risk children and ELL special needs students throughout the school year. We are also fortunate to receive state funding to lower our classes sizes from kindergarten through Grade 3 (AIS), capping at twenty children. Such opportunities have given these at- risk children additional support and services.

Identifying ELL Students:

Home Language Identification Survey and oral interviews are provided for all incoming families in their native language if necessary. All questions asked are within state compliance. Once students are identified as second language learners from the surveys and interviews, Mary Ing (ELL Coordinator and ESL State licensed) and Silvana Ng (Assistant Principal and Bilingual licensed) administer the LAB –R within 10 days of their registration. Mary Ing performs the initial screening and administering of the HLIS. After testing, the Assistant Principal and ELL Coordinator issue a summary sheet of the data to the staff for each of the ELL students with the LAB-R and NYSESLAT scores. Students who receives a score between 1-17 in kindergarten, 1-21 in grade 1, 1-32 in grade 2, 1-37 in grade 3. 1-29 in grade 4 and 1-33 in grade 5 on the Language Assessment Battery (LAB) are placed in monolingual classrooms. They are being serviced at least seven periods a week by ESL/Bi-Lingual licensed teachers in a pull out or push in situation. All our students are receiving an integrated program where the communication arts skills (listening and speaking) are being developed in the context of the exploration of the world of things, events, ideas, and experiences in a student-directed environment. This integrated and rigorous curriculum is one in which teachers' plan for children to learn English while they are learning content.

Furthermore English Language Learners are included in all school activities and programs with The National Dance Institute, American Ballroom Dance Institute, ART, Inc., Young Children's Chorus, Museum of the Chinese in the Americas, Penny Harvest, Lego Robotics, and Asia Society. These programs and partnerships provide additional opportunities for our children to perform and develop their visual art skills. There are many other resources including: Everybody Wins, Junior Achievement, America Reads and America Counts with Pace University and New York University, Asian American Council, Asian Professional Extension Programs, Brooklyn and Manhattan International High Schools Interns, America Reads, American Ballroom Theater, Celebrate Us, New York Downtown Hospital, New York University Dental Program, Chinatown YMCA, Charles B. Wang Health Clinic, and Days of Taste (AIWF).

Team Compositions/ Teacher Composition

P.S. 1 is a school where the children attain the academic, social, and personal skills that enable them to become successful, productive members of society. As a school we support staff through professional development opportunities and allow for planning time so teachers can work together to plan activities, provide experiences relating to specific concepts across the grades, and share in-house expertise. The programs at this school are an extension of our belief that learning is a constant and ongoing part of life.

The classrooms throughout the school are print and language rich environments in which children work cooperatively and are provided with experiences through which they learn to question, think, and take risks.

The children are encouraged and given opportunities to evaluate their own learning. High standards and expectations are clear to all and there are constant discussions about children's responsibility to do their best.

Previously through Region 9's professional development opportunities, teachers were able to develop a collegial and collaborative relationship. They shared their plans and created multiple opportunities for their children to work and learn together in their classrooms. Even though the Region has been dismantled, we chose to be a part of the Integrated Curriculum and Instruction Learning Support Organization so that we can continue to be committed to professional development. We believe in many models of good instruction so we are carving out opportunities for our teachers to grow as learners within the school. Presently we have mentors who work with teachers, who have taught less than three years.

Our LAP team consists of the principal, Amy Hom, the Assistant Principal, Silvana Ng, the reading recovery teacher, Gianghi Luong, who is also has a bilingual licensed instructor and work as a upper grade bilingual teacher, one teacher representing the lower grades, Donna Yung Chan, Kaye Lawson, our AUSSIE consultant and Susan Stires, our literacy staff developer who had published work around her research on ELL students and best practices. We also included two related services teachers including the speech teacher, Kimberly King and our guidance counselor, Penny Lee who holds a state bilingual license. In addition we have our parent coordinator, Cindy Lau and PTA president, Michelle Liao involved in our group. We think it's important to inform and educate our parents so that the better understand the services we are providing their children. We envision meeting at least once a month and to disseminate during our monthly grade meetings, small group intervention meetings, and our bi-weekly AIS/PTT meetings. We will also plan and consultant with our ELL research team in our LSO to clarify terms, analyze data, and to identify best practices. We hope to invite them to our LAP meetings.

The goals throughout our school-based planning and program implementation have been to prepare all our students to be responsible and productive participants in the community. Our focus has been on developing communication skills and critical thinking skills in all content areas especially for our second language learners. We will continue to collect data and analyze the periodic assessments to support the children's learning and our teaching practices.

P.S. 1 services the English Language Learners through self contained free standing classrooms. Teachers in these classrooms are New York State licensed instructors. In addition to supporting ELL instruction, licensed ESL/ Bilingual small group teachers push –in whole class instruction and pull- out small group instruction. In grade1 through grade 5, there is an average of 5-10 ELL students in no more then two classes per grade who are identify as intermediate or advance. There are less than 5 children identify as beginners in grades 3, 4,& 5.

Explanation of Required Service Support and Resources by Age and Grade

At- risk grade 1 English Language Learners are eligible for the Reading Recovery Program with Gianghi Luong. This is an early intervention program that targets children in grade one who might be at-risk for reading failure. The reading recovery teacher works daily one-on –one with children selected for this program. This teacher is a bilingual licensed teacher. In Kindergarten, the ESL licensed teachers are team teaching with another teacher on the grade to support the ELL learners. In addition the grades K, 1, 2 and 3 ELL students and at-risk students will be serviced in a small group setting by additional reading specialist teachers who are ELL licensed. These teachers will be expected to push in and pull out students. They will focus on specific reading, writing, speaking, and listening strategies similar to the balanced literacy program. These teachers will work alongside the classroom teachers to plan for each of their ELL students. Working portfolios and attendance will be used to track assessments and progress of each student in addition to results NYSESLAT, LAB-R ECLAS 2, EPAL, New York State ELA and Math scores in grades 3,4, &5 and the ELL Interim Assessments. In grade 4 and 5 the ELL students will be placed with an ELL/Bilingual licensed teacher for full day instruction. The teachers will work with these students in small groups and individually. Additional sessions in small groups will service these children with Gianghi Luong, Kimberly King, and Penny Lee.

We also use our second faculty conference to address ELL issues as a school. Teachers and I meet monthly to discuss the progress of the ELL children in classrooms during grade meetings. In addition I meet with the small group teachers once a month to discuss their assessments and observations so that we can focus our planning to support the ELL learners. The assessment information will be provided for all teachers and transition from one grade to the next at the end of the school year. We continue to monitor each ELL student as they mover from grade to grade.

Review Annual Evaluation NYSESLAT

The ELL Coordinator will work with the supervisor to organize and to facilitate the meetings with coaches and teachers. Also she will continuously identify the children who are entitled to program and ensure that mandates are being met. She will organize the relevant data from ECLAS 2, NYSESLAT and ARIS for the teachers and parents. This data will be readily available during the bimonthly planning sessions and for the Inquiry Team. In addition all teachers receive a copy of the list of ELL students with services listed to ensure compliancy. Furthermore, the ELL team reviews the data and set plans and goals for the following year based on the data.

IV. Parent Program Choice: review the Parent Survey and Program Selection forms and answer the following questions in LAP narrative or on a separate page (for General Education students only)

For the school year 2009- 2010, the grade parent orientations were scheduled for the last two weeks in September. Parents were encouraged to attend these sessions with their child's classroom teachers. Parents were invited to view The Parent Connection, the orientation video for parents of newly enrolled English language learners, discuss their concerns, and ask questions about available programs. Also during Parent Teachers Conferences we hold additional video sessions to address concerns and questions with our Parent Coordinator, Cindy Lau. Furthermore we organize school wide parent groups to attend city wide and region wide workshops relating to ELL issues. Cindy Lau, our parent coordinator is readily available to support parents with any issues dealing with ELL services and mandates. There are monthly ELL workshops for parents in September, October, November, and December to discuss the three program choices, entitlement letters, and Parent Survey and Program Selection. Our parent coordinator works closely with the ELL coordinator and the Assistant Principal to initial discussions and awareness of the ELL programs in September. All workshops are open to community and are indicated on monthly family calendars translated into Spanish and Chinese.

After reviewing the Parents Surveys and Program selections this year in most if not all cases, the parents prefer ESL services and free standing programs. The trend tends to indicate so from data collected in the past three years. Their main concerns were that the children will be pulled out of their classrooms to much (in some cases to account for the mandates a child can be pulled out for ten periods a week). They also do not want straight bilingual classes because it would hinder their children's progress. Most parents want their children to speak and learn more English in school. In another words there are no models for English language besides the teacher. They feel that the children can learn from each other at all levels. They would prefer not to isolate their children and to expose them to as must oral language as possible in the early years.

Our programs are aligned to the parents' needs, where the ELL children have a balance of whole group and push in and pull out small group situations. We also intend to service all the ELL children for extended day, 37.5 minutes. Entitlement letters are sent out twice; initial letters with due dates and second notices. Second notices are copied so there is a record of missing letters. Our third attempt is a personal phone call to schedule a meeting with parents and an oral review of the letter.

Parent Involvement

There are monthly PTA general meetings, School Leadership Team meetings, and PTA Executive Board meetings. There are three times during the school year where we sent out needs surveys. The surveys are translated into two languages Spanish and Chinese. We have specific areas and routines for parents including the ELL parents to gather information and to communicate with the school. We have two members

on staff, whose work is to ensure that the ELL parents are receiving information and to provide support, our Parent Coordinator, Cindy Lau and Community Coordinator, Livia Cheung. They translate all school materials including written and oral translations. We have a family room for the parents to gather in an informal setting and our family workers are there to support the ELL parents' needs as well as the other parents.

In the beginning of the school year the needs assessments are often general in terms of addressing specific concerns from the School Learning Surveys. AS the year continues the surveys tend to address challenges the parents might be facing with for example ARIS Parent Link or the Reading and Writing Curriculum. This year Teachers' College offered two parent workshops in reading and writing. We were able to send translators to support the ELL parents. We encourage our parents to attend workshops run by the city and state.

From our needs assessment we create workshops for the parents that can be facilitated by classroom teachers and staff or our partnering organizations, i.e., Charles B. Wang Health Clinic. We do our best to address all our parents concerns. We also often have family trips for our parents to the circus, Broadway plays and museums. These trips are to expose our parents to other cultures and activities. The parents who attend are asked to complete a reflection sheet. They have to describe to us why and what they liked about the trip. The parents are accompanied by the parent coordinator, community coordinator, or a teacher to each of these events.

V. Assessment Analysis

For this school year we decided to use Teacher's College Assessment Pro for our interim evaluation and use TERC Investigation benchmarks for our math assessment. The Teacher's College Assessment Pro includes independent reading levels and running records. The reading levels are aligned to the Fountas and Pinnell research. In terms of ECLAS 2 Assessments from grade K- 3, the kindergarten classes will assess in January 2010 and the Grade 3 students will only be assessed if they are at-risk (potential holdovers) or a newly arrived ELL student.

From the NYSESLAT data including the free standing classes, we have a fairly equal amount of ELL children on each grade, Kindergarten through grade 5. In most cases the children entering Kindergarten and grade 1 are first year students in school. They are LAB tested within the ten day limit. From the date most kindergarten and grade 1 children scored at the beginners or intermediate levels. This indicates that some of these children have limited language acquisition. Also as we receive scores back from our initial assessments, we do believe these first year students will score as beginners from the LAB-R assessment in September. We will continue to gather more data in terms of how many of these children went to pre-school and how many of their parents have higher education backgrounds from the home language surveys.

The NYSESLAT data of proficiency levels in grade 3, 4, and 5 indicate that most children score at the intermediate or advance levels. The number in terms of advanced placements also includes the children who scored proficient on the 2008-2009 NYSESLAT Exam.

The patterns from the modalities do indicate specific needs. It shows that even though as a combine score the proficiency levels of most of our children are at advance or intermediate, our children are not meeting standards for each modal as they should. Some of the same ELL students are stuck at Advance and have not made progress in the upper grades in the past two years.

From analyzing the pattern across the four modalities, we need to continue to look at our instruction. We need to continue to think about how we are building oral language opportunities as well as building on literacy strategies. For each modal, we need to look at the classroom schedules and teachers long and short term plans to identify how many true opportunities are provided for the children to hear stories being told, to allow for reading and writing time, to allow for talk and conversations in partnerships and in small groups, and to use these strategies over and over again during the course of the day. If there is a lack of

opportunities occurring in a particular modal as a staff we discuss possible changes and/ or additions to programs such as addition personal or planning smarter for the day.

We will focus our upper grade inquiry groups this year to look at the Level 3 and 4 children. We will look specifically at improving comprehension and moving the children to understanding them as readers. We will also look at the materials we are using and how it can challenge these students. In addition teachers will continue to develop these students' critical thinking skills.

Part B Questions: According to the data, it seems that most children are scoring at levels two and three.

For ELA/ Interim Assessments:

For this school year we decided to use Teacher's College Assessment Pro for our interim evaluation and use TERC Investigation benchmarks for our math assessment. The Teacher's College Assessment Pro includes independent reading levels and running records. The reading levels are aligned to the Fountas and Pinnell research. The reading levels are gathered in October, January, March and June, every eight to ten weeks.

Independent Reading Levels

ELL	Level 1	Level 2	Level 3	Level 4	Total
Grade 1	3	3	13	19	38
Grade 2	2	4	17	20	43
Grade 3	3	2	24	10	39
Grade 4	4	9	4	2	19
Grade 5	3	4	2	8	17

In terms of instruction with the children who have been in school the least amount of time, we will begin by providing multiple opportunities for oral language development. Also we support these children by providing them with strategies to build stamina for the volume of literature they need to read and the writing they have to do. In many cases we will provide small group instruction as push in and pull out.

For Math/ Interim Assessments:

For our second cycle of extended day all staff will work with level 2 and 3 children in math. Based on the data gathered from the TERC benchmarks and Math State exam, teachers will plan and implement small group activities to build on computation and word problems with operations. The teachers will be aware especially for the ELL students to continue to develop their oral language using mathematical terms and academic language.

We conclude that the ELL students score better in Math than ELA. In terms of the ELA and the ELL assessments, the children perform better on the ELL interim assessment. The ELL interim assessment has a different structure with more supports for the children. But in most cases we can conclude that the children perform better in math than English language arts.

The math exams do provide translated versions with a clear glossary. Also the math instruction and the investigation units have a specific language and vocabulary that we can teach our children prior to engaging the children in the actual activities. In addition the use of math manipulatives can provide extra supports for the children. Again we will focus on oral language development and social development such as stop and jot, to write down ideas and what they are thinking and turn and talk which is built into partnerships.

Furthermore we need to be more vigilant in our literacy instruction to ensure that we develop the children's oral language. We note that we need to provide every classroom teacher with ELL students with books and materials to support the learners. This year we focused on developing our leveled libraries to make sure every ELL child had a text to engage in during independent reading. We asked the children, what they were reading and how do they know the books were just right for them.

We have provided the grade 3, 4, & 5 parents with workshops in the beginning of the school to explain the interim assessments. Each classroom teacher and child's family is provided with complete access on the internet to view progress and sample questions. We take them through the process on the computer. We offer time on the computers with supports if needed. Also we send letters home every school year to identify their child's ID numbers and passwords. This year we just focused on the third grade parents for workshops since it's new to the parents.

Teachers review the results and plan for each child. We meet with parents during parent teacher conference days to review the information and discuss with the parents how they can provide additional support for their child based on the findings from the interim assessments. We also support them by sharing additional strategies and sample questions from Princeton Review to use with their children for practice.

The implication for the school's instruction includes identifying which children are entitled to services and weekly schedules are posted on the classrooms doors to indicate the ESL periods. We also provide staff development to ensure that the teachers are receiving best practice strategies. Furthermore this year we focused on developing our leveled libraries to make sure every ELL child had a text to engage in during independent reading. We asked the children, what they were reading and how do they know the books were just right for them. The instruction is in their native language when necessary.

We service the English Language Learners through self contained free standing classrooms. Teachers in these classrooms are New York State licensed instructors. In addition to supporting ELL instruction, licensed ESL/ Bilingual small group teachers push –in whole class instruction and pull- out small group instruction. In grade1 through grade 5, there is an average of 3-6 ELL students each class per grade for the exception of the early grades K- 2.

Planning for ELLs

Newly ELL Enrolled before the Beginning of the School Year

Most of these children that fall into this category register during the week before school begin. At this time the parent coordinator, AP and ELL coordinator speak with the parent and child. We have on hand packets of low level and wordless books for the child to take home. We also encourage the child to complete simple activities such as coloring, coding, and computations. In addition we include an alphabet video for the child to review during the week.

We encourage the families to make a trip to the local library and take our books in English and this native language. Furthermore we put them in contact with organizations and after school programs to support the daily structures of a classroom. This will support the child as they transition into a classroom.

SIFE Students – We provide the students small group instruction with the literacy teachers and licensed ESL content teachers. . In addition we will assess the child to see if the child would qualify for programs such as Foundations, Wilson or Great Leaps.

ELLs in US schools less than three years (newcomers).

These children tend to be tracked every year. We placed these children in free standing ESL classes with ESL licensed teachers for full day instruction. We use additional assessments such as ELCAS 2 and reading records to monitor progress. If no progress is made we search out alternative resources including special needs. In addition we will assess the child to see if the child would qualify for programs such as Foundations for phonemic awareness with the younger children or new comers, and Wilson for decoding and phonemic awareness with the older children or new comers in the upper grades.

Long- term ELLs (in NYC six or more years)

These children are often limited because they will only be six years if the actually started their school with us from Pre-Kindergarten. Pending on the mandates they need to receive at this point we hope the time has lessen. ~~In these cases the children are pulled out in small group settings with the literacy teachers. If not we~~

placed these children in free standing ESL classes with ESL licensed teachers for full day instruction. We use additional assessments such as ELCAS 2, Interim assessments, NYSESLAT, and reading records to monitor progress. If no progress is made we search out alternative resources including special needs. In addition we will assess the child to see if the child would qualify for programs such as Foundations and Wilson for decoding and phonemic awareness with the older children or Great Leaps to build fluency.

ELLs identified as having special needs

We use additional assessments such as ELCAS 2, Interim assessments, NYSESLAT, and reading records to monitor progress. If no progress is made we search out alternative resources including special needs. We will follow the mandates on IEPs. Also we provide the students small group instruction with the literacy teachers and licensed ESL content teachers. In addition we will assess the child to see if the child would qualify for programs such as Foundations, Wilson or Great Leaps.

Transitional support for students reaching proficiency on the NYSESLAT (Two Years)

Although these children are not required to receive mandated ESL instructional times, we will continue to support them by having them work with content teachers, i.e., science, art and gym. We will continue to monitor them and use different assessments to ensure that we are meeting their language and academic needs. Also we provide the students small group instruction with the literacy teachers and licensed ESL content teachers. In addition we will identify these students to be in extended day and after school programs.

Assure the mandated number of instructional minutes are provided according to proficiency levels:

The implication for the school's instruction includes making sure we are servicing the children as mandated by CR Part 154. We identify which children are entitled to services and weekly schedules are posted on the classrooms doors to indicate the ESL periods. Every teacher receives training and a copy of the ATS generated report. All beginning and intermediate proficiency leveled students receive 360 minutes per week of mandated ESL instruction. Advanced students receive 180 minutes per week.

Explicit ESL delivered in each program:

The free standing program has licensed ESL teachers as the classroom teachers. We integrate the balanced literacy program and we use Investigations for math. We feel it is important for the children to develop their oral language through accountable talk. The children are read to often and teachers use strategies from shared reading to work in small group settings. In addition we will assess the child to see if the child would qualify for programs such as Foundations, Wilson, Great Leaps, or Making Meaning.

Explicit ELA/Content delivered in each program

We integrate the balanced literacy program. We feel it is important for the children to develop their oral language through accountable talk. The children are read to often and teachers use strategies from shared reading to work in small group settings. We also follow Teacher's College reading and writing units of study. We have reading and writing workshop as well as time for children to read independently from leveled book bins. Also we provide the students individual and small group instruction with the literacy teachers and licensed ESL content teachers, i.e., Reading Recovery. In addition we will assess the child to see if the child would qualify for programs such as Foundations, Wilson, Great Leaps, or Making Meaning.

Explicit NLA delivered in each program

The goals throughout our school-based planning and program implementation have been to prepare all our students to be responsible and productive participants in the community. We integrate the balanced literacy program into the Native Language instruction. We use bilingual and dual language texts and literature. Our focus has been on developing communication skills and critical thinking skills in all content areas especially for our second language learners. We will continue to collect data and analyze the periodic assessments to support the children's learning and our teaching practices.

Extent of students are served by ESL teachers pushing in or pulling out

We provide the students small group instruction with the literacy teachers and licensed ESL content teachers when they require more instructional time. We also try to mix the age group to have peer

interaction and models for language development. Furthermore we support the ELL students who are identified as special needs. In addition we will assess the child to see if the child would qualify for programs such as Foundations, Wilson, Great Leaps, or Making Meaning.

Description of New Programs or Improvements for upcoming school year

Fay Pallen, our ELL Network Specialist will be working in the classroom with all ESL/Bilingual teachers. She will focus on small group instruction once a month. Also she will be working with the staff twice a year to improve academic language in the classrooms during the chancellor's staff development days. Furthermore she will be running monthly half day meetings with our content teachers i.e., science and art.

For this school year for the first cycle of our extended day 37.5 minutes for 8 weeks, all teachers worked with a small group of ELL children. All the beginners, intermediate, and advance ELL children received additional services. Smart goals were developed for each group. We will continue to analyze our children's data and improve our instructional practices.

Resources and support

Technology Use for ELL

This year we have written several grants to improve our technology use and resources in our classrooms. As a school collectively we decided to create a new computer lab with a Smart board and a document reader. We will develop an up to date multi media room for technology. In addition at least 15 classrooms will receive Smart boards and document readers. Addition resources are being sought out to ensure the technology is available in each classroom. We hope to have the Imagine Learning program set up in classrooms as well as the multi media room.

What instructional materials are used to support the learning of ELLs:

We identify book companies that sale translated copies of children's trade books and literature. We made purchases from these companies as well as National Geographic to support our ELL students in non-fiction studies. We used several series of publishers including Rigby, Wright, Mondo, and Steckvaugn to purchase emergent list books as well as leveled libraries for independent reading and classroom libraries. We use tools such as computers, tapes and books, and the over head projector to provide visuals and listening supports. In addition for ELL children to engage in multiple opportunities to develop oral language, they also need opportunities to listen to the English language and use it in context. So we have purchased singing machines and tape recorders for the children to use at home. In addition we invest in intervention programs such as Foundations, Wilson, Great Leaps, or Making Meaning. Also we have the Navigator for mathematical intervention.

Describe the professional development plan for all personnel at the school including teachers of ELLs:

Staff Development is very important to our learning community. Staff development for teachers includes a support group for new K-5 teachers; new teacher training in August; and the Teachers' College Reading and Writing Institutes with also has follow-up visits to participant's classrooms by staff developers. Teachers will have the opportunity to work with staff developers from Teacher's College and attend Saturday reunions as well as calendar day workshops. Bilingual and ESL issues will also be addressed during faculty conferences, staff development days, and monthly grade meetings as documented with sign in sheets, in our agendas and monthly calendars. Therefore in such a setting it will ensure that every staff member including the AP, Bilingual/ ESL coordinator, all ESL/ Bilingual teachers, all subject content staff (Science, Art, and Music teachers), para professionals, speech and occupational/physical therapists, common branches teachers are receiving data, strategies and skills to work with ELL students. The documentation with agendas and sign in sheets are to ensure that the 7.5 hours of ELL training for all staff is recorded. In addition minutes are taken during the meetings with schedules.

Staff developers Susan Stires and Kaye Lawson and literacy coach, Mary Chen (ESL license), and Silvana Ng, the Assistant Principal (Bilingual license) will be working with teachers in groups and individually to model best literacy practices. The work will be in grade teams. Fay Pallen, our network ELL specialist and Mary Chen, our ELL coordinator, will be conducting monthly professional study groups around ELL issues with the teachers involved with the Title III programs. The groups are made up of classroom teachers and cluster teachers from every grade including our science teachers, physical education teachers, and reading recovery teachers. They will continue to discuss issues teachers are struggling with in classrooms including effective speaking and listening opportunities and strategies for our ELL learners. From data gathered, we will place great efforts to work with the grade 3, 4, & 5 students. We will use this target group on for our school Inquiry Team project. We will continue to identify effective teaching strategies.

Our math coach, Eduard Schulz, will work with new teachers and mentor teachers on each grade to address issues dealing with developing an understanding of math content knowledge and ESL strategies. In addition in September before the children return to school, the LAP team will meet with the staff to discuss strategies to assist all limited English proficient children, including immigrant and youth, to achieve at high levels in the core academic subjects that those children can meet the same challenging State academic standards as all children are expected to meet, consistent with section 1111(b) (1). We will also provide data and scores to the staff in terms of the ELL interim assessments and the NYSESLAT exams. Again we will address and clarify terminology in terms of the assessments. In addition for our first year we will be using the TC Pro Assessment on line to track the children's academic progress in these programs.

The teachers who are work with ELL students will be given time to meet before, during and after the program to plan, gather materials, and analyze assessments. The teachers will meet with staff developers (including Silvana Ng, Mary Chen and Fay Pallen) two hours before the first session to plan and gather books and materials. Once the program is underway, these teachers will work with individual staff developers for three one-hour sessions to discuss strategies for meeting the individual needs of the ELL students and how to plan for their instruction.

The ELL Coordinator will work with the supervisor to organize and to facilitate the meetings with coaches and teachers. In addition she will be in charge of some clerical duties involving data, agendas, sign in sheets, attendance sheets of the classes and follow up with teachers and curriculum work. Also she will continuously identify the children who are entitled to program and ensure that mandates are being met. She will organize the data from ECLAS 2, NYSESLAT and ARIS for the teachers and parents. This data will be readily available during the bimonthly planning sessions and for the Inquiry Team.

Staff developers (Fay Pallen, Susan Stires and Kaye Lawson) work with all teachers and support staff on:

- Understanding the language development of ELLs to inform instruction
 - Differentiating and adapting instruction to meet the needs of ELLs
 - Observation and case study research of a small group of ELLs
 - Analyzing and interpreting data on ELLs to plan for meaningful instruction and intervention
 - Reading professional literature to inform ELL instruction
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Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

Grade Level(s) Pre-K thru Grade 5 **Number of Students to be Served:** 211 LEP 342 Non-LEP

Number of Teachers 11 **Other Staff (Specify)** _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Alfred E. Smith Elementary Public School 1 is located in Community District 2 in the heart of Chinatown. P.S. 1 is a five-story structure that was completed in 1897. The total student population from Pre-Kindergarten to grade 5 is approximately 560 of which 496 are in general education, 205 in bilingual/ ESL education (which makes up 37% of our school population), 38 in resource room, and 22 in self contained special education. The student ethnic composition consists of 69.6% Asian and others that include Pacific Islanders, Alaskan Natives and Native American's, 16% Hispanic, 11% African American, and 8 % white, and 56% are males and 44% are females. The school's average daily attendance is 95.4%. The school is a Title I School wide Project school with the Universal Free Lunch Program. PS 1's Title III program supplements instruction for English Language Learners will target all 211 children of the school's beginning, intermediate, and advanced ELL including newly immigrant children.

There are 3 Super Start pre-kindergarten classes, 4 kindergarten classes, and two self contained special needs education classes one in the lower grade 1-3 and one in the upper grade 4 and 5. Also this is our first year with two Collaborative Team Teaching classes, one bridge class for Kindergarten and Grade 1 children and a new Grade 2. There are 4 first grade classes, 3 second grade classes. There are 3 third grade classes, 4 fourth grade classes, and 3 fifth grade classes. The kindergarten and grade 1 classes are transitional programs with ELL support due to the fact that most of our children are beginners at these levels.

PS 1 has Free Standing ESL classes in which students receive instruction in 100% English. English Language Learners in these classes are serviced through state licensed ESL / Bilingual teachers. Children in other classes are serviced through push –in whole class instruction with an ESL teacher and push- in/ pull out small group instruction. School wide the ELL instruction will focus on non fiction studies and the use of technology as a tool to

support learning to support teaching and learning. Also with the support of the Language Allocation Policy, it will ensure that our children, who are limited English proficient, including immigrant children and youth, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging State academic content and state academic achievement standards as all children are expected to meet.

Part 1: High Quality Instructional Title III Programs:

During the school year, English Language Learner students in grades K – 5 are encouraged to attend extended school day programs which structure and align the learning from our classroom literacy experiences in Science and Social Studies to prepare the children for related outside classroom experiences including trips and neighborhood walks. We also will use the time to reinforce the learning from the regular classroom day. Our programs will have two teachers; one teacher will be ESL and/or Bilingual certified and the other will be a common branches licensed generalist. We believe it is important to expose our ELL children to hands on and authentic know-how through contents subject areas such as Science, Social Studies and Language Arts. Furthermore our NYSESLAT scores show a need to develop the children speaking and listening skills. The data will assist us in from target groups.

For example teachers will share a recipe and discuss with the children where to shop for ingredients in order to prepare for cooking. They will go to the locate supermarkets and food stands to make purchases. After such trips the children will re create their own supermarkets and food stands in the classrooms. Such experiences and opportunities will support them in their lives in society. If there are additional funds, from October through May, children will be serviced by a bilingual or ELL-licensed teacher in a small-group setting of no more than ten students.

The extended day program will be scheduled for one and a half to two hours after school, once per week for ten weeks. The children will be engaged in a non-fiction content study, specifically in a culinary institute focusing on preparing American foods. Also children will keep food journals to increase their independent skills and practices for reading and writing.

The teams of teachers will organize the classes according to the levels identified by the NYSESLAT scores and the data from our Language Allocation Policy (LAP) reports. We will incorporate teaching strategies used within our balanced literacy program (i.e., read aloud, shared reading, and guided reading and writing). The classroom teachers will organize the small classes which will reflect classroom work and assessments. Also the children will keep food journals to note their word work, writing drafts, and a reading log to identify the book titles. There will be no more than 12 intermediate and advanced second through fifth grade ELL in a class. We will also include proficient students from the school year 2008 and 2009. Expenditures will include consumables such as cooking ingredients, xeroxes for recipes, and supplies, related literature to support ELL literacy and language development, and visits to food markets and restaurants to build English language skills in concrete contexts. We will create a recipe book for each child to document the learning.

As part of pictorial documentation and the use of technology we will purchase one digital camera with the ability to record and film for each class that will be compatible to our computers in the classrooms. We will need supplies such as one photo printers, supplies including photo paper, ink cartridges, memory sticks and cards, blank CDROMS to burn pictures with storage containers, batteries for the camera and camera cases. The children will learn how to use the cameras, down load pictures, and create short documentaries of their experiences. They will create a powerpoint presentation on CDROMS.

In additional as part of the extended day program, another opportunity will engage the ELL children in a non-fiction content study, specifically focusing on learning to develop their knowledge about nutrition and healthy living. This opportunity will allow the children to be exposed to specific language about good foods and bad foods. Also aligning to nutrition and healthy living, the children will engage in part of the time for the last 20 minutes in activities that focus on how foods break down to create energy to support the development of different muscles. The children will be learning about the human body and how it works through orally naming and labeling body parts and how different activities uses different parts of the body and muscles. The children will engage in team and individual sports. In this program we will invite former ELL students to attend. This program will be scheduled for one and one half to two hours after school, once per week for ten weeks.

To support the content areas, the ELL students will have full access to the books within our classroom libraries. One of the two teachers will be ESL/Bilingual certified. In addition there will be an ESL certified teacher in charge to facilitate all staff development sessions. The teams of teachers will organize the classes according to the levels identified by the NYSESLAT scores and the data from our Language Allocation Policy (LAP) reports. We will incorporate teaching strategies used within our balanced literacy program (i.e., read aloud, shared reading, and guided reading and writing).

Our programs will have two teachers; one teacher will be ESL and/or Bilingual certified and the other will be a common branches licensed generalist. The teacher team will organize the small classes which will reflect classroom work and assessments. There will be targeted groups consisting of beginners, intermediate and advanced level children from second through fifth grade ELL in class. Also there will be no more than six former ELL students. We will focus on terminology, vocabulary, and strategies to develop oral language. The para or school aide will work with the classes during their trips and games to provide additional support and supervisor outside of school environment. This program will increase the children's knowledge about how their bodies work and function. The content knowledge will be aligned to the social studies and science standards thus giving the children another opportunity to learn the materials as discussed during the regular school day. This will increase the students overall performance and achievement.

Healthy Me – Lower grade and Upper grade:

In past school year, we had been focusing on developing an understanding for healthy life styles. We have implemented the DOE fitness grams as part of our school program. Besides working with the children Kindergarten through Grade 5 to develop a deeper understanding about incorporating components of nutrition and healthy eating, we have been focusing on how our body works with the muscles and fats. We chose to focus our work around a program called SPARKS. SPARKS was initiated as a counter to heart disease which began in childhood.

Certain aspects of this program:

- Demonstrate improved problem solving and movement creativity while using a variety of manipulatives in many situations.
- Receive opportunities to interact with new stimulus and situations, thus broadening their experiences

Children will learn to:

- Strengthen listening skills
- Distinguish among various auditory cues
- Verbally describe movement experiences thus conceptualizing movement and developing language skills.
- Acquire school readiness skills that enhance program (e.g., numbers, shapes, colors, alphabet, patterning, and sequencing)
- Use applications for predicting, patterning, and sequencing that enhance and build upon school readiness skills
- Be aware of food and nutrition for healthy diets (e.g., games that incorporate animals or foods or reading literature that reinforces farm animals/ fruits/vegetables and their role in the food pyramid and healthy diets).

In addition we will chose certain sports to deepen the children's understanding about how each sport requires different equipment as well as an understanding for the rules and regulations. We also chose sports that the children can share with their families, i.e., like watching on television or going to the fields to replicate movements. Such activities will teach the children about hard work, perseverance, adaptation, consistency, and focus which in turn will affect their academic lives. We hope to incorporate such activities during the last 20 minutes of the program.

Since most of the nutrition and fitness programs are in the upper grades we will create a session for our first grade children of the "Healthy ME" program. From our LAB data we are noticing an increase enrollment of ELLs on this grade. We will create a similar "healthy me" enrichment program that will align with the grade 1 science standards and the upper grade. There will be no more than 15 children with two teachers (common branches and ESL licensed). The program will meet twice a week including the extended day time for 37.5 minutes and than for another 1/2 hour-45 minutes. The group will consist of current ELLs (all levels of proficiency) and former ELL students who have passed out less within a year. Creating such a program so early in their years, we will be able to follow these children through the grades to gather data to show long term progress. This program will

increase the children's knowledge about how their bodies work and function. The content knowledge will be aligned to the social studies and science standards thus giving the children another opportunity to learn the materials as discussed during the regular school day. This will increase the students overall performance and achievement. We will use practices from the SPARKS fitness program.

This year we will continue our Grade 3, 4, & 5 Healthy Living Club. In addition as part of this extended day program, which is another opportunity to engage the ELL children in a non-fiction content study, specifically we are focusing on learning to develop their knowledge about nutrition and healthy living. This opportunity will allow the children to be exposed to specific language about good foods and bad foods. Also aligning to nutrition and healthy living, the children will engage in part of the time for the last 20 minutes in activities that focus on how foods break down to create energy to support the development of different muscles. The children will be learning about the human body and how it works through orally naming and labeling body parts and how different activities uses different parts of the body and muscles. The teachers will also take the children on Saturday outings to include museums, parks, and track and field events for extended time (4-5 hours). We will use certain curriculum pieces and practices from the SPARKS fitness program.

For example, the club will meet to talk about individual sports such as running. They will learn terminology, skills and strategies to complete marathons- like events and activities. They can follow the major marathons from each city i.e., NYC Marathon and the Boston Marathon. Their map skills will be enhanced as they follow the marathon routes and identify and discover famous city landmarks. Also they will participate in the Road Runner's Kids Race. In addition the club children will engage in friendly competition and participate in the annual track and field events. The children will learn to track their times and organize their data to be able to interpret the data to make progress in terms of building stamina, working and training different muscle groups, and thinking about the foods they eat to supply the energy to get better at an activity. Such activities will teach the children about hard work, perseverance, adaptation, consistency, and focus which in turn will affect their academic lives.

The club will meet twice a week including the extended day time for 37.5 minutes and then for an additional hour. There will be no more than twenty fourth and/or fifth grade children for two teachers. The group will consist of current ELLs (all levels of proficiency) and former ELL students who have passed out less within a year. This program will increase the children's knowledge about how their bodies work and function. The content knowledge will be aligned to the social studies and science standards thus giving the children another opportunity to learn the materials as discussed during the regular school day. This will increase the students overall performance and achievement.

Family Literary Theater:

As part of pictorial documentation and the use of technology we will purchase one digital camera with the ability to record and film for each class that will compatible to our computers in the classrooms. We will need supplies such as one photo printers, supplies including photo paper, ink cartridges, memory sticks and cards, blank CDROMS to burn pictures with storage containers, batteries for the camera and camera cases. The children will learn how to use the cameras, down load pictures, and create short documentaries of their experiences. They will create a power point presentation on CDROMS.

Studies around ELL learners state that they develop deeper understanding with visual supports such as pictures, photographs, plays and films. We will once again have Family Literacy Theatre Night once a month. Two teachers and one ESL/Bilingual licensed will work with a group of ten to fifteen ELL students. The children will engage in another opportunity to develop an understanding for the storyline and to interact with the read alouds which are aligned to our balanced literacy program. The children will be exposed to the similarities and differences between films and live plays. The children will also be reviewing films from actual book titles. The films that we show on this night will relate to the children's interest and work in the classroom. They will be using Reader's Theatre materials.

There will be a consensus in which film will be shown and during what time of the school year. In addition the children will be visiting local movie and Broadway theatres to learn about how movie theatres decide which movie to show and what a Broadway theatre looks like. The children will also

engage in advisement opportunities to encourage others to see the film. This opportunity will increase the children's oral language development and expose the children to American culture.

Such activities where children are practicing specific language in content areas will increase the children's self confidence and willingness to take risks, thus showing progress in their speaking and listening skills. This will increase the students overall performance and achievement. Our data shows a consistent increase of performance in the speaking and listening sections of the NTSESALAT exam.

Theatre night will be once a month from October through June. Children must attend with a parent. We will make an exception for our grade 5 children. We will give them the responsibility to attend with their classmates and siblings.

In addition, we will ask for the Parents Teachers Association and the Learning Leaders Volunteers to support this program. They created, supervised, and managed with the theatre's children run concession stand where the audience can purchase refreshments and provide our children with a review of the films to be viewed and possible suggestions. The funds raised were used to purchase discounted Broadway tickets for the children to share with one parent

LEGO Robotics Team – Generalist teacher working with the ELL Coordinator

Finally, we have successfully established a LEGO Robotics Team for our upper 4, & 5grade children. We will be piloting a lower grade 2 & 3 robotic team. Each team will learn about team work, problem solving, and creating a mechanical structure to race around an obstacle course. They will be working with computer programs and laptops. They will increase their speaking and listening skills through the use of technology. Also they will incorporate their knowledge of certain mathematical concepts such as area and perimeter, arrays, and geometry. In addition this year we will purchase a smart board and elmo for the team. These tools will further support and enhance the use of technology for the team and in our school. This will allow the children to practice their mathematical thinking and increase their progress. Certainly this will increase the students overall performance and achievement.

The ELL Coordinator will work with the supervisor to organize and to facilitate the meetings with coaches and teachers. In addition she will be involved with the data gathering, planning agendas with staff developers and teachers, and clerical duties such as sign in sheets and attendance sheets of the classes. Also she will continuously identify the children who are entitled to program and ensure that mandates are being met. Her main responsibilities will be to organize and analyze the data from ECLAS 2, NYSESLAT and ARIS for the teachers and parents. This data will be readily available during the bimonthly planning sessions and for the Inquiry Team. There will be an administrator during these programs with a supervisory license.

The teachers who are engaged in the Title III extended day program will be given time to meet before, during and after the program to plan, gather materials, and analyze assessments. The teachers will meet with staff developers (including Silvana Ng, Mary Chen and Fay Pallen) two hours before the first session to plan and gather books and materials. Once the program is underway, these teachers will work with individual staff developers for three one-hour sessions to discuss strategies for meeting the individual needs of the ELL students and how to plan for their instruction.

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Staff Development is very important to our learning community. Staff development for teachers includes a support group for new K-5 teachers; new teacher training in August; and the Teachers' College Reading and Writing Institutes with also has follow-up visits to participant's classrooms by staff developers. Teachers will have the opportunity to work with staff developers from Teacher's College and attend Saturday reunions as well as calendar day workshops. Bilingual and ESL issues will also be addressed during faculty conferences, staff development days, and monthly grade meetings as documented in our agendas and monthly calendars.

Staff developers Susan Stires and Kaye Lawson and literacy coach, Mary Chen (ESL license), and Silvana Ng, the Assistant Principal (Bilingual license) will be working with teachers in groups and individually to model best literacy practices. The work will be in grade teams. Fay Pallen, our network ELL specialist and Mary Chen, our ELL coordinator, will be conducting monthly professional study groups around ELL issues with the teachers involved with the Title III programs. The groups are made up of classroom teachers and cluster teachers from every grade including our science teachers, physical education teachers, and reading recovery teachers. They will continue to discuss issues teachers are struggling with in classrooms including effective speaking and listening opportunities and strategies for our ELL learners. From data gathered, we will place great efforts to work with the grade 3, 4, & 5 students. We will use this target group on for our school Inquiry Team project. We will continue to identify effective teaching strategies.

Our math coach, Eduard Schulz, will work with new teachers and mentor teachers on each grade to address issues dealing with developing an understanding of math content knowledge and ESL strategies. In addition in September before the children return to school, the LAP team will meet with the staff to discuss strategies to assist all limited English proficient children, including immigrant and youth, to achieve at high levels in the core academic subjects that those children can meet the same challenging State academic standards as all children are expected to meet, consistent with section 1111(b) (1). We will also provide data and scores to the staff in terms of the ELL interim assessments and the NYSESLAT exams. Again we will address and clarify terminology in terms of the assessments. In addition for our first year we will be using the TC Pro Assessment on line to track the children’s academic progress in these programs.

The teachers who are engaged in the Title III extended day program will be given time to meet before, during and after the program to plan, gather materials, and analyze assessments. The teachers will meet with staff developers (including Silvana Ng, Mary Chen and Fay Pallen) two hours before the first session to plan and gather books and materials. Once the program is underway, these teachers will work with individual staff developers for three one-hour sessions to discuss strategies for meeting the individual needs of the ELL students and how to plan for their instruction.

The ELL Coordinator will work with the supervisor to organize and to facilitate the meetings with coaches and teachers. In addition she will be in charge of some clerical duties involving data, agendas, sign in sheets, attendance sheets of the classes and follow up with teachers and curriculum work. Also she will continuously identify the children who are entitled to program and ensure that mandates are being met. She will organize the data from ECLAS 2, NYSESLAT and ARIS for the teachers and parents. This data will be readily available during the bimonthly planning sessions and for the Inquiry Team.

Staff developers (Fay Pallen, Susan Stires and Kaye Lawson) work with teachers on :

- Understanding the language development of ELLs to inform instruction
- Differentiating and adapting instruction to meet the needs of ELLs
- Observation and case study research of a small group of ELLs
- Analyzing and interpreting data on ELLs to plan for meaningful instruction and intervention
- Reading professional literature to inform ELL instruction

Mentor	License	Mentee
Kimberly King	Speech Pathology	Alyssa Seif
Eduard Schulz	Common Branches	Alison Barron
Susie Tsang	Common Branches	Amy Carpenter
Susie Tsang	Common Branches	Ana Delgado
Christine Wong	Special Education	Ana Delgado

Part 3: Description of Parent and Community Participation Activity

Parents of English Language Learners are provided with an orientation on State Standards assessments, school expectations and general program requirements early in the school year at PTA meetings and also grade specific parent orientation meetings. We will be working with the community coordinator, parent coordinator, literacy coaches and math coach to design and to implement series workshops to assist the parents of English Language Learners in understanding the school curriculum, particularly balanced literacy and TERC Investigations.

For the 2009-2010 school year, grade parent orientations are scheduled for the last two weeks in September. Also all families of ELL are invited to view "The Parent Connection," the orientation video for parents of newly enrolled English language learners; to discuss their concerns; and to ask questions about available programs. As with all events for families at PS 1, translators will be available to facilitate discussion. We will continue our Saturday Workshops for parents with APEX volunteers from February - June for two hours. We will speak to the parents about subject topics to meet their needs, i.e., focus on obtaining citizenship. To address the different dialects we will ask the parents to return commitment slips and to indicate on the slips their language preferences. From past experiences, the parents speak Mandarin, Cantonese, Toinese, and Fukinese. We group the parents with a translator. Translators can be the parent coordinator, community coordinator, family workers, paras or teachers.

ELL / APEX Saturday Parent Classes – Every Saturday morning from 10:00AM - 12:00PM

One to two classes serving between 20 and 25 adult participants for 12 weeks including orientation. Prior to the formation of each class, an assessment and interviewing process determine each participant's language abilities in reading, writing, speaking, and listening. These assessments determine which course best fits the needs of each participant. Supplies purchased for each participant include student workbooks and conversational books with tapes. For the end-of-year celebration, English-Chinese dictionaries or Spanish-English dictionaries are purchased for each participant. Supplies cost approximately \$10 per student for 25 students, with estimated total expenditures of \$300.00 per school year. Teachers/ School Staff (secretary and/or parent coordinator) need one hour for planning and preparing materials.

This year will include a basic series of parent computer workshops. We will introduce the parents to the use of technology include a laptop as well as desk tops. They will learn about websites and email services. In addition we will do some advance training for Parents ARIS Link. ESL Adult Computer Classes ESL licensed retired teacher - twice a week during the school day from 8:00AM- 11:00AM for ARIS Parent Link and basic computer training. This is a time requested by the parent community on indicated on the ARIS parent Link Survey.

Also we will have culinary/healthy eating classes for parents and children as part of the ESL classes. Licensed ELL and bilingual teachers will be supporting and conducting the classes. For examples we can schedule 2 classes for the school year, 1 baking (cookies and cakes), and 1 chocolate making classes. In addition we will include physical activities that support healthy living. Most of these classes are for two hours on Saturdays from 9:00-11:00AM. We will extend these sessions if necessary.

These cycles of culinary courses for the parents will align to the culinary experiences the ELL children are experiencing the school. These courses are to promote parental and community participation in language instruction educational programs for parents and communities of limited English proficient children. The recipes and materials will be translated into the native languages. We want the classes to increase parental involvement and to expose the parents to basic cultural and traditional activities.

With the remainder of the funds of \$2,942.00, we will be purchasing level books in multiple copies to create an ELL library for the parents and children to use in class and at home. The books will be content related such as science books about the human body and nutrition, how muscles work and how sport activities help build muscles, film making and plays to use for theatre nights, and instructional books to create things and follow as recipes. We will be in contact with the representative from Benchmark Education to select books on specific topics related to social studies and science. These books will be aligned to the NYS social studies and science standards. These materials will support the children's learning and increase the students overall performance and achievement.

Assessments – Measurable outcomes

The teams of teachers will organize the classes according to the levels identified by the NYSESLAT scores and the data from our Language Allocation Policy (LAP) reports. We will incorporate teaching strategies used within our balanced literacy program (i.e., read aloud, shared reading, and guided reading and writing). The classroom teachers will organize the small classes which will reflect classroom work and assessments

For on-going assessments for the Title III activities we will have the children collect pieces of writing and journal reflection entries which they write after every session. We will continue to use our school wide three times a year guided reading charts and individual independent reading levels to monitor individual progress. We will use the ELL interim assessments to collect data and to use for planning. In addition for the individual Title III activities there will be pictorial time lines to illustrate the children's learning process. Also word lists for word study will be included in their writing pieces. Teachers and students will increase use of new vocabulary words in their conversations during activities. More advance children will transfer the use of these words as they explain verbally about the activities. We will see transference of the oral language onto their written communication. In addition, another challenge for the parents, it will be for them to teach what they had learned to another person.

We will continue to reference and use assessments such as TC Assessment Pro, ELCAS 2, LAB-R, NYSESLAT, NYSTART, ELL interim assessments, State ELA & Math, and the State science and social studies exams. Also teachers will develop on-going formal assessments such as collecting and analyzing writing samples alongside rubrics and informal assessments such as observations and collecting and analyzing conferencing notes. In addition this year we chose to go with the Teachers College ELA periodic assessments and the Department of Education math assessments.

For the end of the year final projects, we will collect the children's best writing pieces with pictorial documentations of the children's learning process to display for the community, "Images of Excellence" Fair.

Form TIII – A (1)(b)

School: P.S.1M BEDS Code: 310200010001

Title III LEP Program

School Building Budget Summary

Allocation:		
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)	\$22,830.28.00	<i>452 hours of per session for ESL and General Ed teacher to support ELL Students: 452 hours x \$49.89 (current teacher per session rate with fringe =\$ 22,550.28) 10 hours of per session for secretary for clerical duties include making phone calls, xeroxing, and taking attendance : 10 hours x \$28.00 (current secretary per session rate with fringe =\$280.00)</i>
Purchased services - High quality staff and curriculum development contracts.		
Supplies and materials 1. Must be supplemental. 2. Additional curricula, instructional materials. 3. Must be clearly listed.	\$ 9,792.00	<i>Consumables material: writing tools, notebooks chart tablets and markers, Xerox paper, 4 digital cameras with cases, 30 ESL dictionaries, 25 DVDs, 1 Smart Board and 1 Document reader/projector, leveled books (Benchmark), and book bins</i>
Educational Software (Object Code 199)		
Travel		
Other		
Total	\$32,622.28	\$32,640.00- actual allocation

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

P.S. 1 uses the Home Language Survey to gain information as to which language is most often used at home. In the beginning of the school year, the parent coordinator and the community coordinator will work together to provide the parent community with a needs assessment surveys. The survey also asks parents in what language they would like to receive school information. Based on the surveys, we provide services for the parents from curriculum workshops to ESL classes.

In addition according to our Learning Environment Survey 2008-2009, 71% of our parents indicated that paper translated materials were the best way to get information home about the children and school. We had workshops with parents to discuss how ARIS reports will assist them in following their child's progress in school on the internet. We plan to have additional workshops to support our parents in ARIS.

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

Data collected indicated that materials need to be translated into Chinese and Spanish. This information was shared schoolwide in faculty meetings and memo reminders. Personnel resources were also provided to staff members who needed oral translation or written translation. School letters including notices, meeting announcements, calendars and trip forms are also translated.

Part B: Strategies and Activities

4. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in

need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

The written translation will be provided by the family workers, parent coordinator, the community coordinator, and the bilingual teachers who are fluent in written Chinese and Spanish. We will also use computer programs to support the translations of classroom new letters, monthly event calendars, parent letters, trip letters, and daily behavior notes and anecdotes. In doing so the teachers would like to increase parent participation in school activities.

The teachers will provide a copy of the English version and the translators will use before or after school time to interpret the materials. The materials are given to every family so that they are well informed of school and classroom events and policies.

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

Oral translation services are provided by in-house staff (teachers, counselors, school psychologists, parent coordinators, community coordinators, school aides). Staff members are fluent in the different Chinese dialects that represent our parent population (Cantonese, Mandarin and Fujianese). We also have staff members who are fluent in Spanish that are called upon when translation is needed. Oral translations are provided for all PTA and school meetings including School Leadership Team meetings.

Parents of English Language Learners are provided with an orientation on State Standards assessments, school expectations and general program requirements early in the school year at PTA meetings and also grade specific parent orientation meetings. We work with the parent coordinator, literacy coaches and math coach to design and to implement series workshops to assist the parents of English Language Learners in understanding the school curriculum, particularly balanced literacy and TERC Investigations.

For the 2009-2010 school year, grade parent orientations were scheduled during the second and third week in September. Invitations we translated for the parents and teachers follow up with telephone conversations with parents who failed to return a response. The teachers rescheduled appointments before and after school. In addition, all families of ELL are invited to view "The Parent Connection," the orientation video for parents of newly enrolled English language learners; to discuss their concerns; and to ask questions about available programs. Our parent coordinator spends additional time to account for every family by providing second notices and then calling families on the phone. This is so to ensure we communicate information about the school's academics programs and students' participation.

The school works with parents to ensure that convenient appointments are made so that accurate translation is always available for conferences with teachers and support service teachers. During parent workshops, parents are grouped with a translator so they receive the information and are able to participate by asking questions and giving opinions. Translators can be the parent coordinator, community coordinator, volunteers from community based organizations, American Reads tutors and/or teachers.

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

We have posted the Chancellor's Regulations, "Bill of Parental Rights and Responsibilities" in 8 languages on the PTA Family Room bulletin board, P.S. 1 community news bulletin boards, and places where there is a high volume of parent engagement (pick up and dismissal areas). Extra copies of regulations are available in the PTA room and Parent Coordinator's office.

In the beginning of the year, we also inform parents during meetings that translation is available for all school home communication needs. For parent workshops, we ask parents to identify their preferred language in advance so we can have the translators readily available. From past experience, the parents speak Mandarin, Cantonese, Toishanese, and Fujianese.

The Parent Coordinator and the Community Coordinator are available via phone and office hours to address any concerns about the school's translation and interpretation services.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	\$415,000	\$142,000	\$557,000
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$4,100		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$1,400	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$20,000		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$7,000	
6. Enter the anticipated 10% set-aside for Professional Development:	\$41,000		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$14,000	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: **100%**
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

P.S. 1 M
Alfred E. Smith Elementary
8 Henry Street
New York, N.Y. 10038
Office (212) 267-4133 & fax (212) 267-4469

Amy Hom, Principal
Silvana Ng, Assistant Principal

School Year 2009-2010

School Parent Involvement Policy

Alfred E. Smith School P.S. 1 M. is dedicated to providing a language-rich environment in which children become readers, problem solvers and responsible participants in the community. We have a diverse population and strive to nurture self-respect and respect for others. Our parents are involved with our children and staff as active learners. As important members of our community they spend time visiting classrooms, attending orientation meetings, parent association meetings and the ongoing workshops addressing such topics as literacy, math and computer skills. Over 97% parents attend parent teacher conferences with their children to discuss student progress, growth and development and ways of working together to support their children's learning.

P.S.1 has an ongoing commitment to enriching the partnership between home and school for the entire parent community. This policy is subjected to annual review every May during the General Parent Teacher Association meeting.

Alfred E. Smith Public School

公立第一小學

紐約市、亨利街八號、郵區一零零三八
電話：212-267-4133 傳真：212-267-4469

校長：譚玉嬋

實習副校長：伍金娥

家長政策

公立第一小學專誠為孩子們提供一個充滿語言的學習環境，使他她們成為好閱讀者、解答難題和對社區負責任的一員。本校成員有多種族居民、努力地培養自尊心和尊敬他人。本校的家長、孩子和教師們都很活躍參與學習。作為社區中一個重要成員，參與視察課室、出席簡介會議、家長教師聯誼會會議和座談會如- 文學、數學和電腦技術等。 百分之九十七的家長參與家長教師聯誼會會議、談論如何共同工作和支持孩子們的學習進展、成長和發展。

公立第一小學一直允諾為家庭、學校和所有家長增進合作伙伴。

Filename: 02M001 School Parent Involvement Policy
2009-2010_ Final.doc
Directory: G:\CM-DIGI\2010\03_Mar_10\030510\CEP
Batch15\Process\CEP_M001_Over
Template: C:\Documents and
Settings\partha\Application
Data\Microsoft\Templates\Normal.dot
Title: Alfred E
Subject:
Author: Livia Cheung
Keywords:
Comments:
Creation Date: 10/29/2009 5:02:00 PM
Change Number: 4
Last Saved On: 1/8/2010 12:41:00 PM
Last Saved By: DOE
Total Editing Time: 4 Minutes
Last Printed On: 3/8/2010 6:08:00 PM
As of Last Complete Printing
Number of Pages: 2
Number of Words: 265 (approx.)
Number of Characters: 1,511 (approx.)

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

Alfred E. Smith Public School

P.S. 1M

8 Henry Street, New York, NY 10038
Telephone: 212-267-4133 Fax: 212-267-4469

Amy Hom: Principal

Silvana Ng: Assistant Principal

SCHOOL-PARENT COMPACT

P.S.1 Schoolwide Project School

The school and parents working cooperatively to provide for the successful education of the children agree:

The School Agrees

1. To offer flexibility in scheduling parent meetings so that working parents, single parents, homeless/shelter parents have equal opportunity to meet with teachers.
2. To provide timely information regarding all programs in school and in District #2.
3. To provide translations that are accurate and clear for all parents in all necessary languages.
4. To provide an excellent education in a supportive, caring atmosphere.
5. To provide activities for parents to learn parenting strategies, as well as educational workshops and information about related services in the community.

The Parent/Guardian Agrees

1. To play an active role in supporting their child's education and to attend as many PTA meetings as possible, attend parent conferences, and parent orientations.
2. To check with their child for school communications review and respond when appropriate.
3. To be sure children are in school each day on time.
4. To review child's homework and provide opportunity for sharing classroom experiences.
5. To be an active participant in school – parent involvement policy.

Principal: _____ Parent: _____

Alfred E. Smith Public School

P.S. 1M

8 Henry Street, New York, NY 10038
Telephone: 212-267-4133 Fax: 212-267-4469

Amy Hom: Principal

Silvana Ng: Assistant Principal

Inpacto – Escolar – Padres
P.S.1 Escuela Amplia Proyecto Escolar

La escuela y padres trabajan cooperativamente para proporcionar una exitosa educación en el acuerdo de los niños/as:

La Escuela Esta De Acuerdo:

1. Ofrecer flexibilidad en programar reuniones de padres para que los padres que trabajan, padres solos, padres sin cas/refugio tengan oportunidad igual para reunirse con la maestra.
2. Proporcionar información regularmente acerca de todos los programas en la escuela y en el District #2.
3. Proporcionar traducciones que estén exacto y claro para todos los padres en todos los lenguajes necesarios.
4. Proporcionar un excelente ambiente de educación, ambiente cariñoso.
5. Proporcionar actividades para padres en aprender estrategia parental, tal como talleres educativos y información acerca de servicios relativos en la comunidad.

El Padre/Guardian Estan De Acuerdo:

1. Jugar un papel activo en apoyar la educación de su niño y asistir reuniones de PTA los más posible, asistir conferencias de padres y maestros, y orientación de padres.
2. Hablar con su niño/a diariamente para revisar comunicaciones escolares y responder cuando apropiado.
3. Asegurar que su niño esté en la escuela todos los días y a tiempo.
4. Revisar la tarea de su niño/a y proporcionar oportunidad para compartir experiencias en el salón.
5. Ser un participante en la escuela – política del involucramiento de padre.

Principal: _____ Parent/Guardian: _____

Alfred E. Smith Public School

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電話：212-267-4133 傳真：212-267-4469

校長：譚玉嬋

實習副校長：伍金娥

學校-家長協定

公立第一小學- 學校整體計劃

學校和家長互相合作促進成功的兒童教育協議:

學校同意:

1. 提供有彈性的安排與家長和教師會談，好使在工作的家長、單身的家長、無家可歸、居住在庇護中心的家長都能獲得平等機會會見教師。
2. 及時提供有效訊息，有關所有在本校和第二學區的課程。
3. 用適當的語言為家長提供準確翻譯和說明。
4. 提供優越的教育，給予支持和關懷的氣氛
5. 提供家長活動以學習管教子女策略，教育講座，和有關社區內服務的消息。

家長/監護人同意:

1. 積極參加支持子女的教育，出席家長會會議，家長教師會談和家長認識簡介會議案。
2. 每日視察孩子- 學校通訊傳遞並作適當回覆。
3. 確實孩子每日準時止學。
4. 檢討孩子的課外作業和分享他們在校學習經歷。

5. 成為學校的積極成員- 家長參與政策。

校長: _____ 家長/監護人 : _____

Filename: 02M001 Parent Compac t2009-2010_
Final.doc
Directory: G:\CM-DIGI\2010\03_Mar_10\030510\CEP
Batch15\Process\CEP_M001_Over
Template: C:\Documents and
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Title: Alfred E
Subject:
Author: Livia Cheung
Keywords:
Comments:
Creation Date: 10/29/2009 5:01:00 PM
Change Number: 2
Last Saved On: 10/29/2009 5:01:00 PM
Last Saved By: DOE
Total Editing Time: 0 Minutes
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As of Last Complete Printing
Number of Pages: 4
Number of Words: 705 (approx.)
Number of Characters: 4,024 (approx.)

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards. **See Needs Assessment section IV of CEP**
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.

See Action Plans section VI of CEP and Description of Academic Intervention Services

3. Instruction by highly qualified staff. **See Action Plans section VI of CEP**
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

See staff development section IV of Program Delivery for ELLs , School Building Instructional Program/Professional Development Overview (mentor-mentee partnerships), and

See Action Plans section VI of CEP focus on Indicators of Interim Progress and/ or Accomplishment

5. Strategies to attract high-quality highly qualified teachers to high-need schools.
 - a. **Seek out recommendations of highly respected teaching professionals – staff developers, principals, ICI ,LSO and Network Leaders**

- b. Interview process by committee consisting of an administrator, mentor teacher, grade level teacher and staff developer
- c. Interview process includes at least one demonstration lesson preceded by a pre-observation meeting and post-observation meeting
- d. Develop relationships with high quality education and teacher preparation programs and train student teachers from these programs.

6. Strategies to increase parental involvement through means such as family literacy services.

See Attachments – School Parent Compact and School Parent Involvement Policy and Appendix

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

- **Open House Week in the spring for incoming students and their parents to observe classrooms as well as provide opportunities for parents to speak with teachers and parent coordinator**
- **Preparation of summer packet of learning activities for all incoming kindergarteners**
- **In the fall, every teacher hosts an orientation in the classroom to discuss curriculum, grade expectations and policies**
- **Opportunities for daily parent-teacher contact during morning and dismissal times**
- **Invitations for all class trips and celebrations**

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

See Needs Assessment Findings section IV of CEP

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

See Action Plans section VI of CEP

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

See School Profile – Collaborations, Guest speakers and programs are invited to faculty conferences and parent -teacher association meetings.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.

NCLB/SED Status: _____ **SURR¹ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Part B: For Title I Schools Identified for Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

¹ School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although

listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to

² To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Pacing calendars are used in every classroom to ensure that our students are exposed to the same curriculum within the grade. Each teacher uses a writing rubric after most writing units. The rubrics are aligned to the New York States Literacy standards. The rubrics are reviewed and modified during grade and staff development meetings.

Curriculum maps are topical. However each unit is supplemented with additional and common resources (such as the Units of Study in Primary Writing) and Teachers College curricular calendars. These resources address the skills to be mastered, strategies to be utilized and expected student products.

Students are creating writing pieces throughout the each reading and writing unit.

Currently P.S. 1 is seeking ways to consistently incorporate the New York State speaking standards into our curriculum to support all learners.

In the beginning of the year, teachers are asked to provide wish list of materials. Throughout the year, teachers are strongly encouraged to request materials necessary to implement the various units of study. Teachers are advised to analyze the books in their classroom library to ensure that they match the needs of the readers in their class.

Due to our school's demographics, we are involved in staff development that is geared towards ELL students. During meetings throughout the year, the needs of all levels of ELLs are addressed.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

P.S. 1 curriculum maps utilize the Teachers College Reading and Writing curriculum for ELA instruction. In all grade levels, teachers are guided by the staff developer to plan for instructional and unit goals. The Teachers College curriculum is aligned to state standards.

The school has developed writing rubrics, one for narrative writing and one for nonnarrative writing across all the grades. The rubrics provide a score (of 1 to 4) for evaluating a writing piece based on structure, craft and mechanics. The rubrics were developed as a result of studying student work, state standards and articulating the different writing goals within the unit. Then each grade's rubric was shared, and if necessary revised, across grades to ensure there was vertical continuity in narrative writing throughout the school.

P.S. 1 will address the issue of whether the ELA curriculum is being covered in depth. The present work of developing writing rubrics and understanding reading demands of different leveled texts, particularly those above level O (Fountas & Pinnell leveling system) will lead teachers to a better understanding of what needs to be taught in ELA.

Administrators' observations reveal that students have been engaged in more discussions, in whole class, partnership and book groups. The evidence is anecdotal and administrators and teachers will need to undertake a study to quantify in some form the quantity and quality of student participation in regards to speaking in the ELA classrooms.

Teacher reports of insufficient curriculum materials is addressed by administration. There is always an ongoing search for materials for struggling readers and ELLs. Materials are difficult to find because they must meet all the following criteria: students' interest, age appropriate topics and appropriate reading level. For example, emergent books for a newcomer ELL in 5th grade can be difficult to find. This is also the case when searching for books for a struggling 5th grade reader who reads on a 1st grade level.

P.S. 1 is consistently searching for relevant and informative ELL curriculum workshops. The school will look at ways in which teachers can take time to read and learn about the ESL Learning Standards. Due to our school's demographics, it is imperative that our curriculum is geared towards ELLs.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Pacing calendars are used in every classroom to ensure that our students are taught the same curriculum. Each teacher utilizes end of unit benchmarks which are aligned with New York State Math Standards. The checklists are reviewed during grade meetings by teachers and the math coach.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

P.S. 1 utilizes the TERC Investigations curriculum across all grades and regularly monitoring of student progress through the use of end of unit assessments ensures that students are receiving a unified curriculum that builds on each year's math learning in accordance with New York State standards.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The expectation at P.S. 1 is that all teachers are using the workshop model in literacy instruction. Classroom observations ensure that students spend time not solely listening in direct instruction but also on individual or group work, either independently or guided by the teacher.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

In every classroom, ELA instruction is structured according to the workshop model in which the teacher: 1) delivers a short mini lesson (approximately 15 minutes long) which includes whole class guided practice (approximately 10 minutes long) ; 2) followed by independent work (independent reading or writing) at which time the teacher either confers with student(s) or gathers a small group for targeted instruction and 3) ends with a share time that either reinforces the mini-lesson or provides new teaching.

Administrators' observations indicate that all teachers are using this model for instruction. However, as to how proficient the teachers are at structuring the lessons are not consistent. Additional observations with objective measurements (e.g. time in direct vs. small group instruction) need to be undertaken.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM³)* and SEC results also shed light on some of the instructional practices in the

³ To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key

mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Observations of math lessons being taught have allowed us to determine the applicability of this finding to our school.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

We have found that only the last sentence of Key Finding 2B, regarding technology use, is applicable to our school.

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

By design of the Investigations curriculum, math lessons which are implemented at our school encourage students to construct their own mathematical understanding. This model contrasts a direct instruction model where teachers attempt to transmit content to students in a didactic manner. Lessons have a balance of individual work, small group work, and whole group instruction. Teachers who are honoring the curriculum are asking open-ended questions that foster mathematical reasoning, talk, and understanding.

Games and activities engage students as they explore new concepts and build skills. Worksheets allow students to practice problem solving, computational proficiency, and communicating/representing their mathematical thinking.

From K-5th grade, our curriculum integrates computer software for students to engage in during geometry and measurement units of study. Unfortunately, due to budget constraints and outdated computer hardware, many students do not have enough access to technology in class. We are slowly putting more new desktop computers in classrooms and encouraging teachers to utilize an available laptop cart to address the last sentence of Finding 2B.

classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Based on data provided the New York State School Report Card, the school's teacher turnover rate for 2006-2008 is 11%, 12% and 15% respectively. Upon closer examination, most of the turnovers have been the result of childcare leave or retirement. In general, the pedagogical staff has remained stable.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The turnover rate at our school has been low. Relatively we have no more than three new teachers on staff in the past three to five years. Although by definition the teachers are new to our school they are not new to the teaching profession. We look for candidates with higher education including a master's degree and accept recommendations from our superintendent, principals, ICI, LSO, and network leaders. We also require candidates to demonstrate lessons in classrooms and meet and interview with staff developers and coaches. In most cases the teachers have taught in other schools in the city or another state or had been a substitute teacher or student teacher with a "highly qualified" teacher.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

P.S. 1 maintains a bulletin board in the main office which details professional development opportunities. Memos and announcements regarding professional development are also provided on a regular basis. At the end of the year, teachers fill out a survey reflecting on the year's professional development and make requests for additional professional development support. In the beginning of the year, teachers submit professional goals and from those goals, administrators plan for staff development. Due to P.S. 1's large ELL student population, we actively seek out support in ELL instruction for our teachers.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Teachers are given many opportunities during the school year to express their needs orally or in writing. We have two staff developers who are very conscious of our target populations which include the ELL students. When working with teachers they focus in on particular strategies for these children. In addition we have monthly grade meetings and faculty meetings to address the target population and subgroups.

We send teachers to workshops facilitated by our network leaders, our ICI LSO, the DOE, and AUSSIE and Teachers College consultants. Teachers will attend workshops as a team of two and during grade meetings and faculty conferences they will have the opportunity to share their learning and strategies as a presentation.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

All students, including ELLS are monitored in their literacy development through the use of TC Assessment Pro and P.S.1 created writing rubrics. Further information is gathered through ECLAS-2, EPAL and Acuity interim assessments.

In the beginning of the year, teachers receive information about students' NYSESLAT scores disaggregated for listening, speaking, and reading. Teachers also have access to ARIS to research students' assessment history and during planning meetings, teachers use ARIS information to set student learning goals.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

P.S. 1 maintains structures to gather data and monitor the ELL students' progress

- **Gathering Independent Reading Levels (October, February, March, and June)**
- **Gathering of writing levels based on rubrics**
- **Meetings with staff developers for unit planning, lesson planning, observation, modeling and/or debriefing**
- **Reading and discussion of professional texts**
- **Inter-visitations between colleagues and schools**
- **Opportunities to attend regional workshops, Teachers College Summer Institutes, and NCTE conferences**

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

During this year, teachers have been setting learning goals for students. Specific attention is paid towards students with learning difficulties. During grade and in special education meetings, teachers share best practice. Teachers also open their classroom teaching for others to observe and learn from. Classroom observations focus on student engagement and independent learning activities to determine if they match students' learning needs.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The CTT teachers will continue to be supported by GoldMansour & Rutherford consultants in their classroom work. An AUSSIE staff developer regularly meets with the special education teachers to plan for modified instruction in accordance with students' learning needs.

Furthermore, each teacher will receive copies of IEPs for individual students. Workshops are provided during faculty conferences to turnkey information from DOE and ISC sessions, including reading IEPs, writing goals and objectives for the IEP, and gathering data to monitor progress.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

All teachers and service providers involved in a student's education attend IEP meetings. IEPs are reviewed by the teachers, the clerical worker and the Assistant Principal to ensure that all sections are complete.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Teachers have attended IEP writing workshops held by the ISC in which the issues of alignment and promotional criteria are discussed. Teachers also informally mentor each other in the writing of IEP and share best practices. In addition, teachers are provided with resource manuals and guidelines to refer to in writing a quality IEP. The Assistant Principal is also provided with the final copy of the IEP.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
There are currently 6 families from Temporary Housing with 7 children all together.
2. Please describe the services you are planning to provide to the STH population.

Once the children enter our school, we make sure they have enough supplies. Our work with Children for Children (non-profit organization) provides same packages of schoolbags with school materials. Also an assessment is completed with the math coach and reading recovery teacher to obtain baseline data of what the child can do. Immediately we meet with the intervention team to provide additional AIS services in areas of need. In addition the children will be part of the extended day program and any enrichment activities deemed necessary such as soccer, culinary classes, and Saturday test prep classes.

The classroom teachers will continue to maintain assessments such as reading levels and scoring writing samples measured against rubrics. With McKinney funds we purchase additional books for the children to create libraries at home and additional consumable supplies for school.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.

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