



ALFRED E. SMITH ELEMENTARY SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: (DISTRICT/ BOROUGH/ NUMBER I.E., 01M000)
ADDRESS: 8 HENRY STREET, NEW YORK, N.Y. 10038
TELEPHONE: 212- 267-4133
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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 NY 10038

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

SCHOOL CONTACT PERSON: Amy Hom (Principal) **EMAIL ADDRESS:** AHom@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Christine Wong

PRINCIPAL: Amy Hom

UFT CHAPTER LEADER: Christine Wong

PARENTS' ASSOCIATION PRESIDENT: Tsui Ying Li

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 02 **CHILDREN FIRST NETWORK (CFN):** #206

NETWORK LEADER: Ada Cordova

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 member 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/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

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	
Tsui Ying Li	*PA/PTA President or Designated Co-President	
Yan Hua Chen	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	
Eptihajj Pickering	Member/ Parent	
Shadai Wilkins	Member/ Parent	
Catherine Hippolyte	Member/ Parent	
Sandra Wharwood	Member/ Delegate	
Victoria Curry	Member/ Delegate	
	Member/ Teacher	
	Member/ Teacher	

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

* Core (mandatory) SLT members.

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. 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 builds 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 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.

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

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 (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	P.S. 001 Alfred E. Smith Elementary School				
District:	02	DBN #:	02M001	School BEDS Code:	310200010001

DEMOGRAPHICS									
Grades Served in 2009-10:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	54	51	53		95.4	95.7	95.8		
Kindergarten	90	93	80						
Grade 1	86	84	87	Student Stability: % of Enrollment					
Grade 2	70	79	85	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	72	69	72		91.3	92.4	86.6		
Grade 4	72	91	69						
Grade 5	86	69	92	Poverty Rate: % of Enrollment					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		81.6	81.6	86.4		
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)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		9	10	19		
Grade 12	0	0	0						
Ungraded	1	6	6	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	556	542	544		1	4	2		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	22	16	24						
No. in Collaborative Team Teaching (CTT) Classes	7	13	22	Principal Suspensions	7	6	4		
Number all others	35	30	22	Superintendent Suspensions	0	0	0		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2008-09	2009-10	2010-11	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	0	0	0	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0
# receiving ESL services only	198	205		Number of Staff: Includes all full-time staff			
# ELLs with IEPs	7	21		(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	43	40	44
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	11	10	6
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	2	4	8
	0	0	0				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2008-09	2009-10	2010-11	% fully licensed & permanently assigned to this school	100	100	100
American Indian or Alaska Native	0.5	0.9	1.1	Percent more than two years teaching in this school	83.7	80.0	81.8
Black or African American	11.7	10.3	11.6	Percent more than five years teaching anywhere	67.4	72.5	81.8
Hispanic or Latino	16.2	15.7	16.7				
Asian or Native Hawaiian/Other Pacific Isl.	68.9	70.5	68.8	Percent Masters Degree or higher	91.0	95.0	93.2
White	1.4	1.8	1.8	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100	100	100
Multi-racial	0	0	0				
Male	56.7	55.2	56.4				
Female	43.3	44.8	43.6				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	
<u>Differentiated Accountability Phase (Check <input checked="" type="checkbox"/>)</u>	<u>Category (Check <input checked="" type="checkbox"/>)</u>

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

		Basic	Focused	Comprehensive
In Good Standing (IGS)	✓			
Improvement (year 1)				
Improvement (year 2)				
Corrective Action (year 1)				
Corrective Action (year 2)				
Restructuring (year 1)				
Restructuring (year 2)				
Restructuring (Advanced)				

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)			Secondary Level (✓)		
	ELA:	✓		ELA:		
	Math:	✓		Math:		
	Science:	✓		Grad. Rate:		

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	✓	✓	✓				
Ethnicity							
American Indian or Alaska Native	-	-	-				
Black or African American	-	-	-				
Hispanic or Latino	✓	-	-				
Asian or Native Hawaiian/Other Pacific Islander	✓	✓					
White	-	-	-				
Multiracial	-	-					
Other Groups							
Students with Disabilities	√ ^{SH}	✓	-				
Limited English Proficient	✓	✓	-				
Economically Disadvantaged	✓	✓					
Student groups making AYP in each subject	6	5	1				

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

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

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade	B	Overall Evaluation:	P
Overall Score	41.2	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	P
School Environment (Comprises 15% of the Overall Score)	4.4	Quality Statement 2: Plan and Set Goals	P
School Performance (Comprises 25% of the Overall Score)	9.5	Quality Statement 3: Align Instructional Strategy to Goals	P
Student Progress (Comprises 60% of the Overall Score)	23.5	Quality Statement 4: Align Capacity Building to Goals	P
Additional Credit	3.8	Quality Statement 5: Monitor and Revise	P
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

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/Teacher 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 your school's 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?
-

In Spring 2010, 228 English Language Learners in grades kindergarten through fifth grade were administered the NYSESLAT. Results indicated that 25% are "Beginner"; 21% are "Intermediate"; 48% are "Advanced" and 6% are "Proficient". Analysis of data across two years, 2009-2010 indicate that 45% of students in kindergarten through second grade are progressing at least one level. However, the progress in grades 3 through 5 is not as significant. This is in large part to the higher level of language proficiency necessary to progress to the next level.

New York State English Language Arts (ELA) test results indicate that in 2010 in grades 3, 4, and 5, 43%, 56% and 49% of students achieved a level 3 or 4. 37% of all students who were administered the test scored a level 2, Meeting Basic Standards and 42% scored a level 3, Meets Proficiency Standards. The 2010 results were lower than the 2009 ELA results. In 2009, 80% of students in grades 3, 81% in grade 4 and 73% in grade 5 achieved a level 3 or 4. As a result of the redefining of the 2010 ELA performance levels, there are higher expectations for student literacy learning.

Students in our self-contained special education classes continue to make progress in their independent reading. Teachers College Independent Reading Assessments indicate that students are progressing at least one reading level every three months. However, we need to ensure that as students progress in grade and as the reading and thinking demands of texts increase that our students still continue to make consistent progress through the book levels. We know that as books become more difficult and multi-layered, moving through reading levels becomes more of a challenge. This is especially true as some of our upper grade students transition into early chapter books that provide less visual and word support. Although students have made progress, they are at least two years below grade standards. Therefore, we must focus on ensuring that students begin to read chapter books with accuracy, fluency and most important of all, with comprehension.

Aids/Barriers

Over the past few years, the standardization of assessment tools school wide 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. The school continues to use rubrics to evaluate student 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 steps. 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.

With the school wide implement of Collaborative Inquiry Teacher Teams, there will be more investigation of how best to meet student needs and support high student achievement. Teams will meet regularly to look at student work, progress and then to plan targeted instruction. Then, the teams will evaluate the instructional practices and revise them as necessary. The teams not only enable our students to receive quality instruction, but also facilitate teachers' professional growth.

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. Our ELL students are continuing to progress in their language learning. However, as they are promoted to the next grade, the language load and complexity continues to be a challenge especially in the content subjects. 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.

Overall in terms of our curriculums, we are continuing to develop cohesiveness within a grade however we are still facing struggles as a school in terms of the upward spiral of learning. Also barriers such as working with children who enter into our school in grade 3, 4, or 5 are largely language issues and lack of school socialization. Our interventions and services have been focused on these children. We will continue to review our curriculum to ensure entry points for learning for all our children. We will continue to develop assessments based on our children's needs.

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 2010-11 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, Persistently Lowest-Achieving (PLA), 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 be aligned to the school's annual goals described in this section.

- Goal 1: Students' achievement in literacy for the ELL population- the Beginners, Intermediates, and Advanced from Kindergarten thru Grade 4 will show improvement in the areas of speaking, listening, reading and writing as measured by the results on the NYSESLAT assessment. This will result in 50% of students' within the ELL population per grade will improve at least one proficiency level on the NYSESLAT assessment by June 2011 in at least two areas of NYSESLAT assessment.
- Goal 2: In grades 4& 5, 50% of the Level 2 and 3 students will improve their ELA scores by one proficiency level by June 2011.
- Goal 3: In grades 4& 5, 50% of the Level 2 and 3 students will improve their Math scores by one proficiency level by June 2011.

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 2010-11 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, PLA, 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 Population Kindergarten thru Grade 4

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Students' achievement in literacy for the ELL population- the Beginners., Intermediates, and Advanced from Kindergarten thru Grade 4 will show improvement in the areas of speaking, listening, reading and writing as measured by the results on the NYSESLAT assessment. This will result in 50% of students' within the ELL population per grade will improve at least one proficiency level on the NYSESLAT assessment by June 2011 in at least two areas of NYSESLAT assessment.</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"> • Obtain baseline oral language assessment for incoming ELL students as created by staff. • Classroom libraries will be reviewed to ensure they contain leveled reading materials appropriate for ELL children • ELL children will be monitored to ensure matches to leveled texts. Continue to implement a balanced literacy program. • 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 • 0.5 ELL licensed teacher for small group intervention in grades K- grade 4 • Reading Recovery teacher will work in small groups with ELL students who first enter school in grades 3& 4. • Literacy Consultant /ELL Staff Developer will work with a leading teacher(train the trainer model) –Attend meetings • with experts such as Dr. Lillian Filmore Wong • Extended day targeted sub group of ELL students for at least two cycles 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. • Grade level Inquiry Teams to focus on oral language and small group instruction for ELL population. • Use technology – software Imagine Learning and smart boards in the lower grades as a learning tool
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/activities described in this action plan.</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/ templates from ELL workshops focused on talk, observations and feedback to 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, &May • Review students' reading logs frequently to monitor rate of reading. • Students' reading level reports will demonstrate individual student progress and will continue to support the process of setting interim goals. • Assessment such as interim assessments, predictives, Acuity, NYSESLAT, and LAB 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. • Classroom environments reflect Teacher's College units of studies in reading and writing. • On demand assessments collected before and after studies assess using rubric. • Date gathered from ECLAS and Imagine Learning program to track students' progress

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 2010-11 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, PLA, 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 – Children Proficiency Level 2 & Level 3 in grades 4&5

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>In grades 4&5, 50% of the Level 2 and 3 students will improve their ELA scores by one proficiency level by June 2011.</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"> • Teachers will meet once a month to analyze data to review progress of their students on ARIS, Aquity, and TC Assessment Pro. • Teachers will have a comprehensive record keeping system for both hard (ELA, EPAL& testing) 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 2 and level 3 students. • Teacher will include level 2 and level 3 students as indicated by ELA scores in at least three of six (8 week cycles) for literacy intervention during 50 minutes during the school year (round #3) • Grade level inquiry team will follow inquiry process with identified targeted subgroups. • 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 on critical literacy and high level skills and strategies. • Use technology – software Imagine Learning and smart boards in the lower grades as a learning tool
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></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, Common Core Standards, 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 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. We will refer to the Teacher’s College reading levels for each level in grades 4 &5, for example:

Level 3 children in **Grade 4 :**

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

Level 3 children in **Grade 5 :**

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

- Assessment such as interim assessments, TC Assessment Pro, predictives, Acuity, NYSESLAT (writing/reading), and LAB-R scores will be used to support interim goal for level 2 &3 students to demonstrate that students made progress.
- Use analysis of student data (recorded in a format for next teacher). Data which is gather at 4 different times of the school year for independent reading and ARIS will be available to all teachers as summary information.
- Teachers can articulate & provide evidence for instructional decisions during grade meetings and mentor meetings to specific to level 3 students.
- Teachers can explain why a group was created (use of data) and what the focus of the work will be (goal) for small group literacy instruction. Use analysis of student data (recorded in a format for next year's teacher). Data which is gather at 3 different times of the school year for independent reading and ARIS will be available to all teachers as summary information.
- Teachers can articulate & provide evidence for instructional decisions during grade meetings and mentor meetings.
- Teachers can explain why a group was created (use of data) and what the focus of the work will be (goal) for small group literacy instruction.

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): Math - Children Proficiency Level 2 & Level 3 in grades 4&5

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>In grades 4&5, 50% of the Level 2 and 3 students will improve their Math scores by one proficiency level by June 2011.</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"> • Every grade will have a math teacher leader who will disseminate information to their colleagues from a series of workshops such as Mental Math and Math Routines at Teachers College. • The Assistant Principal and a Lead Teacher will attend a series of math workshops lead by Lucy West and information will be shared during faculty conferences and staff development days. (Japanese Lesson Studies) • Principal will attend Network Meeting and share strategies to incorporate Common Core Standards • The assistant principal 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 in math. • Teachers will have a comprehensive record keeping system for both hard and soft data (classroom observations & assessments) to inform small group instruction and set interim goals for students in subgroups in math. • Small group intervention from SETTS teacher and ELL teacher. • Aussie staff developers will meet with teachers to plan and adapt curriculum units to meets student needs and support inquiry studies. • Teachers will have the opportunity to attend outside professional development workshops to develop math interventions(i.e. Navigator grades 3-5) • At least cycles of three days a week for fifty minutes for 6 weeks of extended day will be focused on level 1&2 math interventions based on unit benchmarks from grade K- grade 5. • All grade 4 students will be supported with additional math intervention on Saturday for two hours for ten weeks.
<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, Common Core Standards, 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.

- Use analysis of student data (recorded in a format for next teacher). Data which is gather at end of the unit benchmarks from all grades (K-7 units and Grades 1-5 -9 units)
- Student sample work share during bi monthly grade meetings to discuss individual progress.
- Teachers can explain why a group was created (use of data) and what the focus of the work will be for small group literacy instruction.
- Teachers can articulate & provide evidence for instructional decisions during grade meetings and math leader meetings to specific to level 2 & 3 students.
- Students meeting SMART goals during extended day cycles.
- Environmental strategy charts to support math units for all children.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

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: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

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

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	1	0	1	5
6								
7								
8								
9								
10								
11								
12								

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

- 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.
- 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.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- 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 Room – 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 (50 minutes three 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) Family Literary Theater: Stories Come Alive at PS 1 - small groups (15-20 children with two teachers)</p> <p><u>Saturday:</u> Grade 4 - small groups (10-15 children with two teachers) two hours for 10 weeks including one beginner ELL group of 4-5 students and one intermediate group of 2-5 students.</p>
Mathematics:	<p><u>During the day:</u> Math Intervention- small group and individual Extended Day (50 minutes three days a week) – Tuesday, Wednesday, and Thursday</p> <p><u>Saturday:</u> Grade 4 - small groups (10-15 children with two teachers) two hours for 10 weeks)</p>
Science:	<p><u>During the day:</u> Extended Day (50 minutes three days a week) - Tuesday, Wednesday, and 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 (50 minutes three days a week) - Tuesday, Wednesday, and 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 (50 minutes three days a week) –small group and individual Tuesday, Wednesday, and Thursday
At-risk Services Provided by the School Psychologist:	<u>During the day:</u> Two School Psychologists – at risk services during lunch times –small group and individual Extended Day (50 minutes one day a week) –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 (50 minutes one day a week) 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 (50 minutes three days a week) –small group and individual Tuesday, Wednesday, and 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 (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

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 (2010-2011) LAP narrative to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Form TIII – A (1)(a)

Grade Level(s) Pre-K thru Grade 5 Number of Students to be Served: 228 LEP 315 Non-LEP
Number of Teachers 12 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 543 of which 315 are in general education, 228 in bilingual/ ESL education (which makes up 41% of our school population), 9 in resource room, and 24 in self contained special education. The student ethnic composition consists of 66% Asian and others that include Pacific Islanders, Alaskan Natives and Native American’s, 15% Hispanic, 11% African American, and 2 % white, and 57% are males and 43% are females. The school’s average daily attendance is 96%. 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 and will target all 211 children of the school’s beginning, intermediate, and advanced ELL including newly arrived children.

There are 3 Super Start pre-kindergarten classes, 3 kindergarten classes, and two self contained special needs education classes one in the lower grade K-2 and one in the upper grade 3, 4 and 5. Also this is our first year with three Collaborative Team Teaching classes, one bridge class for Kindergarten and Grade 1 children, a Grade 2 and a new Grade 3. There are 4 first grade classes, 3 second grade classes. There are 3 third grade classes, 3 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 whole class push-in or pull-out small group instruction with an ESL-licensed teacher. School wide the ELL instruction will focus on non fiction studies and the use of technology as a tool to support learning. The Language Allocation Policy, 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 forming 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 compatible to our computers in the classrooms. We will need supplies such as photo printers, photo paper, ink cartridges, memory sticks and cards, blank CDROMS to burn pictures, 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.

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 build 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. For part of the time, in the last 20 minutes of each session, the children will engage in activities to learn how foods are broken down by the body to create energy and support the development of different muscles. The children will be learning about the human body and how it work. They will be able to verbally identify 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 paraprofessional 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 fitnessgrams 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 for an hour. 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 for an hour. They may also meet for at least two hours on Saturdays for an extra class. 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 (Stories Come Alive at PS 1)

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 updated computer and one laser printer, 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 digital and flip cameras, download 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, & 5 grade 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 team may also meet on Saturdays.

The Title III 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 Kaye Lawson and literacy coach, Susie Tsang, 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 Title III 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 science coach, Jack Ruolo, 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 Title III 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 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 and Kaye Lawson) work with teachers on:

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

<u>Mentor</u>	<u>License</u>	<u>Mentee</u>
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 2010-2011 school year, grade parent orientations are scheduled for the first two weeks in September. All families of ELL students 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 10 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.

With the remainder of the funds we will be purchasing multiple copies of leveled books 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 non fiction 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) as well as the new Common Core Standards. 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 for instructional planning. In addition to 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, State ELA & Math, and the State science exams. Teachers will also develop on-going formal assessments such as on-demand writing assignments and evaluating them against the rubrics as well as informal assessments such as observations and collecting and analyzing conferencing notes.

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)	\$18,769.85.00	<i>365 hours of per session for ESL and General Ed teacher to support ELL Students: 365 hours x \$49.89 (current teacher per session rate with fringe = \$18,209.85) 20 hours of per session for secretary for clerical duties include making phone calls, Xeroxing, and taking attendance : 20 hours x \$28.00 (current secretary per session rate with fringe =\$560.00)</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.	\$13,670.15.00	<i>Consumables material: writing tools, notebooks, chart tablets, fadeless rolls of bulletin board paper, and markers, Xerox paper, 1 computer, 1 laser or 1 color ink jet printer, 1 digital camera with case, 2 flip cameras, 30 ESL picture dictionaries, DVDs, 1 Smart Board and 1 Document reader/projector, leveled books (nonfiction), and book bins.</i>
Educational Software (Object Code 199)	\$3,000.00	Imagine Learning program for ELL Students
Travel		
Other		
Total	\$35,440.00	\$35,440.00- 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. We received at least 180 survey returns, from the return 130 request Chinese translations. From this we then strategically provide same workshops simultaneously in specific languages.

In addition according to our Learning Environment Survey 2009-2010, 69% 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. We hope to increase the parents use on other forms of communications to include email. Additional language data is also reviewed from ATS. Approximately 355 families speak Chinese (majority speak Mandarin and the remaining speak Cantonese and an unknown Chinese dialect). We also have 26 families speaking Spanish and the remaining families speak English.

- 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 school wide 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, Toishanese, and Fujianese). We also have staff members who are fluent in Spanish who 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 2010-2011 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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$373,048	\$144,942	\$517,990
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3,731	\$1,450	\$5, 179
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$18,653	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$37,305	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 97.5%

6. 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.

To insure that our school will have 100% high quality teachers by the end of the coming school year, we will continue to have teacher leaders and staff developers work with these teachers and provide scaffolded supports to meet the needs of their children. We will continue to monitor the progress of the students in these classrooms. In addition we will work collegially with the teachers to provide many opportunities for them to learn from best practices and from reading professional journals and books.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

P.S. 1 Alfred E. Smith Elementary School Parental Involvement Policy
Annual Review – December 15, 2010 @ PTA Meeting

P.S. 1 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school Comprehensive Educational Plan (CEP).
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child's learning;
 - that parents are encouraged to be actively involved in their child's education at school;
 - that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.

- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.
1. P.S. 1 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
 - Meet and plan with PTA Executive Board, School Leadership Team and Parent Coordinator on a monthly basis;
 - Inform parents during orientation meetings in September of ways they can be involved in school planning and functions throughout the year;
 - Provide workshops on academic, social, health and emotional issues that directly affect the students and parents who are part of our school community; and
 - Disseminate information through the monthly parent calendars, quarterly parent coordinator newsletters, principal curriculum bi-monthly letter, numerous handouts on a weekly basis (or by needs), and two parent bulletin boards located in the indoor yard and in front of the main office where all hand out are posted.

 2. P.S. 1 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: Inform and review school data and results during bi-monthly PTA general meetings, discuss protocols and procedures at orientation meetings held in September, provide workshops for parents on how to access their children's academic results on the NYC DOE website and the Acuity website for the interim assessments. In addition provide workshops based on need. (ELL Identification Process, ELL workshops including choice of programs, Grade 5 Middle School Articulation, and etc.)

 3. P.S. 1 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

Schedule periodic computer workshops for parents to access sites that will help them understand their child's academic results and strategies they can use to help them improve their learning, plan Balanced Literacy and Math seminars to inform parents of the instruction their children are getting in the classrooms, coordinate and attend class publishing parties. Once out computer lab is set up and operational, parents will be able to use school computers in the computer labs during the first period based on availability and scheduled with technology teacher(s).

 1. P.S. 1 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: [SuperStart PK], by:
 - Facilitating hands-on workshops such as Handling Stress during the Holidays, Reading to your Children, Homework Help, Positive Discipline with Your Child, Understanding the NYS Tests, Resources for Parents (i.e., museums, libraries, cultural institutions), and the Department of Aging.

 - P.S. 1 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. We will also refer to our Annual Learning Survey to address the needs of our parent community. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental

involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. An annual evaluation will be conducted mid-year through a parent survey distributed by the SLT parents. Results will be analyzed and discussed at the general PTA meeting as well as at the School Leadership Team meeting in revising the annual Comprehensive Education Plan. Results from the DOE's Learning Survey will also be used to determine needs and concerns of parents that need to be addressed by the school community.

- P.S. 1 will build the school's and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:

The school will plan workshops and meetings to inform parents on what Balanced Literacy is and how they can help their child at home in reading and writing; what the math program *Investigations in Data, Number and Space* is and how they can develop math skills at home; how the literacy and math programs our school uses align with state tests; strategies students need to be able to take the assessments and meet the expected standards; and different resources on-line or around the city that parents and students have access to in order to broaden their knowledge, skills and understandings that will impact learning. Parents will be invited to meeting with teachers bi-annually during Parent-Teacher conferences in November and March. Parents are encouraged to meet with teachers and support staff wherever concerns arise.

The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by offering September Teacher Orientation meeting, Informational workshops – NYS ELA & Math Assessments, Reading Recovery orientation, Balanced Literacy Components, Family math night, Interim Assessments.

The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by offering professional development and workshops that help them with effective parental communication as well as keeping them informed of resources they can offer to parents in need of specific services for their children.

The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Even Start, Home Instruction, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by offering school tours and workshops that actively engage them in understanding child development and ways they can create a positive learning environment for their child at home. We will continue to reach out to our community organizations such as Charles B. Wang Health Clinic for support in terms of mental and physical health for adults and children.

The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: Distribute monthly bilingual School Calendar &

Newsletter each month, announcement flyers in Chinese & English, inform parents to visit the parents' bulletin boards and the Family Room for updated school news.

During the monthly PTA general meetings, school fund-raising efforts will be reviewed and how the monies are budgeted to support the school will be discussed. Parental concerns and issues regarding school policies are encouraged to be voiced during these forums. The school administrator will update parents during these meetings on educational plans for the school and how students are achieving academically based on annual state assessments.

Explanation – School-Parent Compact: 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

P.S. 1 Alfred E. Smith Elementary School-Parent Compact

P.S. 1, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the 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 that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2010-11.

School Responsibilities

P.S. 1 will:

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: [Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.]**
- 2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: November 2010 and March 2011.**
- 3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Student report cards will be distributed in November, March, and June.**

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Parent may request a meeting with the teacher or member of the school staff via a letter, email or phone call. The school staff member will follow up to confirm a date and time for the conference.
5. Provide parents opportunities to volunteer (thru Learning Leaders Program) and participate in their child's class, and to observe classroom activities, as follows: Open School Week in November to observe classes; class field trips, publishing parties, field day, career day speaker, participation during parent workshops and PTA events.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

1. Monitoring attendance and making sure they are in school each day on time.
2. Making sure that homework is completed.
3. Monitoring amount of television, video games, internet our children watch.
4. Volunteering in my child's classroom and in the school.
5. Participating, as appropriate, in decisions relating to my children's education.
6. Promoting positive use of my child's extracurricular time.

7. Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
8. Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day

SIGNATURES:

SCHOOL

PARENT(S)

STUDENT

DATE

DATE

DATE

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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.

- **Seek out recommendations of highly respected teaching professionals – staff developers, principals, CFN and Network Leaders**
- **Interview process by committee consisting of an administrator, mentor teacher, grade level teacher and staff developer**
- **Interview process includes at least one demonstration lesson preceded by a pre-observation meeting and post-observation meeting**
- **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 3
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- Community Collaborations, Guest Speakers, and programs are invited to faculty conferences and parent-teacher association meetings

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds.

The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$373,048	✓	pp. 11-19; pp. 20-23
Title I, Part A (ARRA)	Federal	✓			\$144,942	✓	pp. 11-19; pp. 20-23
Title II, Part A	Federal						
Title III, Part A	Federal	✓			\$35,440	✓	pp. 25-33
Part D: TITLE I TARGETED ASSISTANCE SCHOOLS	Federal						
Title IV	Federal						
IDEA	Federal						
Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under Title I. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page number 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:

Note: The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

- 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, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

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. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
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. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

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.

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: 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 13 students in temporary housing in our school.
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. Students are also assessed in reading by the reading recovery teacher to obtain baseline data of the child's reading skills. If needed, the AIS team meets to determine what supports can be provided. In addition the children will be part of the extended day program and any enrichment activities deemed appropriate, such as soccer, culinary classes, and Saturday test prep classes.

With McKinney funds, we purchase additional books for the books to create libraries at home and additional consumable supplies for schools.

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 your Children First Network.

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

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 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 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 001 Alfred E. Smith					
District:	2	DBN:	02M001	School		310200010001

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	11		
	K	v	4	v	8	12		
	1	v	5	v	9	Ungraded	v	
	2	v	6		10			

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	54	51	53		95.4	95.7	95.8
Kindergarten	90	93	80				
Grade 1	86	84	87	Student Stability - % of Enrollment:			
Grade 2	70	79	85	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	97	69	72		91.3	92.4	86.5
Grade 4	72	91	69	Poverty Rate - % of Enrollment:			
Grade 5	86	69	92	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 6	0	0	0		81.6	91.9	86.4
Grade 7	0	0	0	Students in Temporary Housing - Total Number:			
Grade 8	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 9	0	0	0		9	10	19
Grade 10	0	0	0	Recent Immigrants - Total Number:			
Grade 11	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Grade 12	0	0	0		1	4	2
Ungraded	1	6	6				
Total	556	542	544				

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	22	16	24	Principal Suspensions	7	6	4
# in Collaborative Team Teaching (CTT) Classes	7	13	22	Superintendent Suspensions	0	0	0
Number all others	35	30	22				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
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:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	43	40	44
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	11	10	6
# receiving ESL services only	198	205	TBD				
# ELLs with IEPs	7	21	TBD	Number of Educational Paraprofessionals	2	4	8

These students are included in the General and Special Education enrollment information above.

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	83.7	80.0	81.8
				% more than 5 years teaching anywhere	67.4	72.5	81.8
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	91.0	95.0	93.2
American Indian or Alaska Native	0.5	0.9	1.1	% core classes taught by "highly qualified" teachers	100.0	100.0	100.0
Black or African American	11.7	10.3	11.6				
Hispanic or Latino	16.2	15.7	16.7				
Asian or Native Hawaiian/Other Pacific	68.9	70.5	68.8				
White	1.4	1.8	1.8				
Male	56.7	55.2	56.4				
Female	43.3	44.8	43.6				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native	-	-	-				
Black or African American	-	-	-				
Hispanic or Latino	v	-	-				
Asian or Native Hawaiian/Other Pacific Islander	v	v					
White	-	-	-				
Multiracial	-	-					
Students with Disabilities	vsh	v	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
Student groups making	6	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	B	Overall Evaluation:	P
Overall Score:	41.2	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	P
School Environment:	4.4	Quality Statement 2: Plan and Set Goals	P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	9.5	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	23.5		
<i>(Comprises 60% of the</i>			
Additional Credit:	3.8		

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = 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.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster Number 2	District 02	School Number 001	School Name Alfred E. Smith
Principal Amy Hom		Assistant Principal Silvana Ng	
Coach Susie Tsang, ELL/Literacy Coach		Coach Jack Ruolo, Science Coach	
Teacher/Subject Area Tania Vlahos/ESL		Guidance Counselor Penny Lee	
Teacher/Subject Area Victoria Curry/Special Ed		Parent Tsui Ying Li	
Teacher/Subject Area Gianghi Luong/Reading Recovery		Parent Coordinator Cindy Lau	
Related Service Provider Alyssa Levy		Other Donna Chan-Bilingual CTT K/1	
Network Leader Ada Cordova		Other Mary Chen, K Teacher	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	7	Number of Certified Bilingual Teachers	5	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	543	Total Number of ELLs	228	ELLs as Share of Total Student Population (%)	41.99%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. For the school year 2010- 2011, we will continue to follow federal and state conditions and regulations in terms of initial identification of those students who may possibly be ELLs. Our secretary will provide the HLIS survey during registration. Cindy Lau and Livia Cheung will be available for translations. The completed surveys will be inputted into ATS and a report will be generated for initial identification of possible ELL status. Tania Vlahos (NYS State Licensed ELL Teacher) and Silvana Ng (Bilingual Lincensed) are responsible for conducting the initial screening and administering the HLIS and the LAB-R. Supervising this process of initial identification and assessment and follow through including administration of the HLIS, and LAB will be the Assistant Principal, Silvana Ng, who is also bilingual licensed. The LAP team consists of Cindy Lau, our bilingual parent coordinator, Livia Cheung, our bilingual Community Coordinator, Tanis Vlahos and Susie Tsang, our ELL Intervention Teachers, Penny Lee, our bilingual guidance counselor, Linda Gim, our bilingual speaking secretary and Amy Hom, School Principal.

The NYSESLAT has always been administered by an ELL/ Bilingual licensed staff member over the span of time permitted for the state testing period. The ELL children are grouped by grades and are brought to a separate location. If half of the class are ELLs and are required to take the test, the ELL teacher will remain in their classroom for testing.

2. The following structures are in place at our school to ensure that parents understand programs. Parents are encouraged to attend our annual grade orientations. These dates are scheduled in June with tentatively dates for parents' work schedules. All notices and workshop sessions are translated in Chinese and Spanish. The grade parent orientations are scheduled for the first two weeks in September. Parents attend these sessions with their child's classroom teachers. Also ELL Parents are 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 on the second week of September. Also during Parent Teachers Conferences we hold additional video sessions to address concerns and questions with our Parent Coordinator, Cindy Lau and Susie Tsang, our ELL intervention/ Literacy coach. This is also the time we continue to speak to the parents about the three choices Transitional Bilingual, Dual Language, and Free Standing ESL.

3. To ensure entitlement letters as well as parent surveys and program selection are distributed and returned, Cindy Lau, our parent coordinator has a copy of all the children who are identified as ELLs. We distribute the letters after the initial video orientation in September. Every parent signs for the letter which also verifies attendance at the meeting or just verify receipt of entitlement letter. Afterwards there are two documented phone calls including date and time of outreach for every family who did not return the letter. In most cases this is sufficient. However there have been cases when we notify the classroom teachers to assist in contacting parents before or afterschool or until Cindy can speak to them about the entitlement letter. For these extreme cases we ask the parents to stay so we can explain the letter and ask them to sign and return immediately. The letters are all returned to the office and to Cindy only. Furthermore we have set up individual appointments with parents about the letter and its requirements. Our timeline begins in September with a workshop and Parent Orientations, November and March follow ups during parent teacher conferences and additional workshops, December, January, and February phone calls if necessary for reminders. In most cases we spend the full school year in contact with parents to ensure that entitlement letters are signed and returned.

4. We follow all state and federal compliance procedures and regulations when we place identified ELLs in ESL instructional programs. We use state and federal cut off scores in the LAB-R and NYSESLAT to identify beginners, intermediate, advanced, and proficient levels of ELLs. The ELL team also takes into account which teachers are ELL licensed and in which grade. The ELL team is the AP, ELL Intervention teacher, teachers assigned to LAP team, school secretary and parent coordinator. We inform the parents (in their native language) immediately of the ESL programs available and of placement including small group push into classroom interventions. Cindy Lau and Livia Cheung translate for the parents. We also have the video orientation and workshops for our new ELL students for the parent survey and program selection. In addition to providing at least three parent workshops to ensure that parents understand all three program choices. The workshops at different times during the year are necessary due to the fact that we have continuous enrollment. During these meetings we provide translators to ensure small group interaction and that everyone's issues and concerns are addresses. We take attendance and align our list with the enrollment list to make sure every parent attends this initial program description meeting.

5. 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 their children will be pulled out of their classrooms too much (in some cases to account for the mandates a child can be pulled out for ten periods a week). Most parents want their children to speak and learn more English in school. 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 much oral language as possible in the early years. So we have been able to provide push into classroom programs, where the ESL teacher works with the children alongside the classroom teacher.

After reviewing the Parents Survey and Program Selection forms for the past three years, the trend in program choices that parents have requested is an increase number for ESL free standing programs.

In 2007-2008 - 59 ESL requests of 61 program choice selection forms.

In 2008-2009 - 63 ESL requests of 64 program choice selection forms.

In 2009-2010 - 82 ESL requests of 87 program choice selection forms.

6. Our programs are aligned to the parents' needs, where the ELL children have a balance of whole group and push in small group situations. We also intend to service all the ELL children for extended day, 50 minutes for three days for a cycle of eight weeks in the beginning of the school year.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

ELL Program Breakdown														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In	2	4	3	2	2	2								15
Total	2	4	3	2	2	2	0	0	0	0	0	0	0	15

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	228	Newcomers (ELLs receiving service 0-3 years)	190	Special Education	21
SIFE	0	ELLs receiving service 4-6 years	38	Long-Term (completed 6 years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

ELLs by Subgroups

	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	173		17	34		4				207
Total	173	0	17	34	0	4	0	0	0	207

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)																			
9-12																			
Number of ELLs by Grade in Each Language Group																			

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		2	4	2	1	3								12
Chinese	40	48	39	32	24	31								214
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other					2									2
TOTAL	40	50	43	34	27	34	0	0	0	0	0	0	0	228

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

1. The organization models include push in (co-teaching), collaborative, and self contained. The program models are blocked when the ELL move from grade to grade and heterogenous grouping.

2./3. 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. Also we will continue to collect data and analyze the periodic assessments to support the children's learning and our teaching practices. We will also deepen our work with the Common Core Standards to align with our curriculum especially for our ELL students focusing on the Language standards.

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.

P.S. 1 services the English Language Learners through self contained free standing classrooms. All classes are herterogenously grouped. We have 7 ESL licensed teachers and 5 Bilingual licensed teachers. Teachers in these classrooms are New York State ESL licensed instructors. In addition to supporting ELL instruction, licensed ESL/ Bilingual small group teachers push –in whole class instruction and small group instruction. In grade1 through grade 5, there is an average of 5-10 ELL students in at least 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. We use Native Language when deemed necessary and instruction is delivered by lincensed ESL and Bilingual teachers.

At- risk grade 1 English Language Learners are eligible for the Reading Recovery Program. 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 with students in the classroom. 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 Acuity 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.

Accordingly ESL, ELA, and NLA instructional minutes are counted as fifty minute periods a day. We follow all federal and state mandates as per CR Part 154.

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, Imagine Learning (computer based program), Great Leaps, or Making Meaning.

Explicit ELA 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, Imagine Learning (computer based program), Great Leaps, or Making Meaning.

Explicit NLA delivered in each program

Native Language is used only when necessary. In most cases, teachers use native language with the beginners and intermediate learners.

Also to 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.

4. Planning for ELLs to differentiate instruction for ELL subgroups:

a. Currently we have NO SIFE Students, however; if we had 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. We will continue to use software programs such as Imagine Learning to support the children's literacy progress.

b. 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 including Imagine Learning (computer based program).

c. ELLs receiving service 4 to 6 years

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. We also make sure they receive extra services from our Title III programs and extended day services with small group interventions from reading specialists. 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 and Wilson for decoding and phonemic awareness with the older children or new comers in the upper grades. Furthermore we use a computer program called Imagine Learning to support and monitor the child's progress.

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

These children are often limited because they will only be six years if they 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 lessened. In these cases the child can be pulled out in small group or one on one settings with the literacy teachers. This one- on- one service is very intensive modeled after the reading recovery program. 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. Furthermore we use a computer program called Imagine Learning to support and monitor the child's progress.

e. 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, Imagine Learning (computer based program) or Great Leaps.

B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

, non fiction books and literature. We made purchases from these companies as well as from National Geographic to support our ELL students in non-fiction studies. We used several series of publishers including Benchmark, 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, Imagine Learning (computer based program) or Making Meaning. Also we have the Navigator for mathematical intervention.

We also provided 10 classrooms with ELL children with internet search engines like google earth and elmos. We are continually training our staff to be able to differentiate materials such as books and activities to support all learners including the ELLs.

11. Native Language is used only when necessary in our free standing ESL classes. In most cases, teachers use native language with the beginners and intermediate learners.

12. Yes, our required services support, and resources correspond to ELLs ages and grades levels. (See response to question 5.)

13. To assist newly enrolled ELL students before beginning the school year, we meet with parents to survey the educational history of their child. We assess the child quickly using the Teacher's College Reading Records. In late June, we identify incoming students and parents for September. We schedule each child with the parent a 45 minute interview. The children will go with ESL licensed teachers for an assessment piece similar to ECLAS 2 in terms of letter recognition and letter -sound agreement. In turn our parent coordinator will meet to interview each parents to provide background information for their child that includes school history, family make up, and information about their child's learning habits. We provide simple books on tape and videos to begin exposing the child to language. Our parent coordinator also provides a list of community activities the child and family can be involved with.

For the past few summers, if the child qualifies in grades 2-5 for the Title III summer program, we enroll the child for six weeks. The programs exposes the child to content specific studies with an ESL or Bilingual licensed teacher and ESL student teacher in a class or no more than 20. The program focus on building oral language.

14. We are an elementary school, language electives do not apply to our school.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

No Dual Language Program in our school.

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. Describe the professional development plan for all personnel of ELLs at the school:

Staff development for teachers includes a support group for New Kindergarten through Grade 5 Teachers, New Teacher Training in August, ELIC Institute which will give teachers ten- two and one half hour sessions in addition to follow up visits to participant's classrooms by staff developers. Also the teachers will have the opportunity to work with staff developers from Teacher's College and attend Saturday Reunion as well as calendar day workshops. In addition Teacher's College offered a series of ELL focused workshops for teachers with self contained and small group classes. ESL issues will also be addressed during faculty conferences, staff development days, and monthly grade meetings. In addition we will train teachers to implement literacy intervention programs such as Foundations, Wilson, Great Leaps, Imagine Learning (computer based program) or Making Meaning.

Staff developers, Kristi Mzar, Cory Gillette, Kaye Lawson and our Literacy Coach, Susie Tsang will be working with teachers in groups and individually to model best ELL literacy practices. Our Science Coach, Jack Ruolo will continue to work with new teachers and mentor teachers on each grade to address issues dealing with developing an understanding of Science content knowledge and ESL strategies. Our September staff development days included strategies for assessing all children including through conferencing and observations. Also aligning Common Core Standards to our curriculum. In addition teachers on the grade and across grade spent time analyzing assessments and planning for instruction. We will continue this year to focus on developing our leveled libraries to make sure every 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 will continue to look at the components of the Language Allocation Policy. We will continue to work with Susie Tsang, our ELL Intervention teacher as to attend and turn key information from cohort meetings and workshops. Also aligning to these workshops, two teachers (grade 1 and ELL intervention teacher) are attending monthly ELL workshops with Fay Pallen and with other ELL teachers to share effective strategies and to support academic language in classrooms. This is our second year.

Previously through District 2 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 restructured, 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.

Mentor – Teacher (Experienced) mentors New Teachers:

1. Christine Wong Lower 12:1:1 mentors new teacher *Ana Delgado Upper 12:1:1 gr 3,4, & 5
2. Sandra Wharwood (administrative support) Grade 3 CTT General Ed Teacher mentor Amy Carpentar Grade 1
3. Victoria Curry (administrative support) Grade 3 CTT Special Ed Teacher mentors *Ana Delgado Upper 12:1:1
4. Susie Tsang ELL Intervention Literacy Coach mentors *Ana Delgado Upper 12:1:1 Grades 3, 4, & 5

*ESL/ BIL State Licensed Teachers. We have 7 NYS licensed ESL teachers and 5 Bilingual Certified Teachers.

** Teacher licenses are filed in the main office with the personnel/payroll secretary

Tentative Staff Development Calendar

Month	Topic	Audience
September-October	Using on demand tasks for assessment and score tasks according to narrative rubric. Differentiation of Instruction/Strategies for Assessing ELLs (Identify target groups for inquiry team study); Share understanding of the Common Core Standards in ELA	All Staff
November	Planning for Instruction for ELLs/ Introducing the Common Core Language Standards. Looking at multi levels of non fiction books and materials to begin discussions around non-fiction study.	Grade Teachers
December	Language Allocation Policy	All Staff
January – February	Looking at student data to evident progress and growth as a reader. Identifying content areas for integrated study	All Staff
March- April	Preparing for the NYSESLAT/ ELA and Math Goal setting - using data to create individual student goal	All Staff
May –June	End of the year planning; looking at reading and writing calendars for the follow year; Share Inquiry Team Projects	All Staff

2. The supports we provide staff to assist ELLs as they transition from elementary school to middle school are extra sessions with the guidance counselor to talk to the students about the change. We also provide extra support from the Charles B. Wang Clinic to discuss bodily changes which can be socially and emotionally challenging. In addition we provide the children with a day of inner resilience activities workshops are facilitated by trained teachers. Furthermore we plan a career day with the children in grades 4 and 5 to prepare them with personal small group interactions with professionals.

3. Our teachers are involved in many professional development opportunities that are on-going and sustained. In terms of meeting the Jose P. mandates, we will ensure that new teachers are provided with 71/2 hours of Professional Development by certified ESL staff or consultants and Special Ed teachers with 10 hours of Professional Development. Documentation of the total hours will be kept in their files. We can also provide attendance sheets with agendas to further document the professional development sessions and time.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. Parent Involvement is a main focus in our school. We have a great deal of outreach besides the necessary involvement which includes the School Leadership Team and other similar committees. We have a Family Room for parents to socialize and meet other parents. All parents including those 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 in grade specific parent orientation meetings. We work with the community coordinator, parent coordinator, literacy coaches and science 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.

During the first two weeks in September, we also schedule parent orientations for each grade so that teachers have the opportunity to meet in their classrooms with their parents to identify needs and expectations. Translators are provided and in addition, curriculum calendars and materials are translated. Tentative workshops are planned and scheduled during the meetings in October and November, and then again in March and April during both periods of the parent teacher conferences. There will be two annual meetings with parents during parent teacher conference week to discuss and share information regarding the ELL/ bilingual programs.

Also we will continue to provide instruction once a week for two hours from October through May for selected English Language Learners in grades kindergarten through five focusing on a content area of study i.e., ballroom dancing, science, and sports. We have encouraged parents to volunteer and attend these extended school day sessions. We also have family activities to encourage involvement.

Furthermore we organize school wide parent groups to attend city 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. We also sent translators with parents to the Teacher’s College Parents Workshops for the past two years in October and November. The workshops are focused on assisting parents with building literacy strategies for their children. We always include a component from every grant for parental involvement. Last year we notice the increase number of grandparents caring for the young children. With the support of the DOE Department of Aging, we successfully have a monthly support group for grandparents.

2. 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, Children’s Museum, Penny Harvest, Generation On, Lego Robotics, and Asia Society. These programs and CBO 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, America Corp – Generation On, New York Downtown Hospital, New York University Dental Program, Chinatown YMCA, Charles B. Wang Health Clinic, and Days of Taste (AIWF). Several if not all agencies will provide support which includes workshops and services for our parents including the ELL parents. Many of these organizations do presentations during our PTA meetings.

3. We evaluate the needs of the parents by providing a needs assessment survey in the beginning of the school with a follow up during School Leadership Team meeting and PTA meetings. We also gather data from our annual School Environment Surveys to identify other areas of needs. In most cases we identify our success through return rates and parents' satisfaction.

4. Our parent involvement activities address the needs of our parents. The activities are planned and facilitated around their interest and requests. We use data from the annual school survey as well as our own school surveys to address specific issues and concerns.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	47	4	6	5	5	8								75
Intermediate(I)	19	8	10	5	6	1								49
Advanced (A)	23	28	20	18	24	9								122
Total	89	40	36	28	35	18	0	0	0	0	0	0	0	246

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	13	1	1	1	3	4							
	I	14	6	2	6	3	5							
	A	21	31	20	17	21	8							
	P	0	0	10	3	8	1							

READING/ WRITING	B	25	2	2	4	4	7							
	I	17	5	10	3	7	2							
	A	2	15	20	16	16	6							
	P	4	16	1	4	8	3							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2	17	3	1	23
4	4	14	13	0	31
5	1	6	3	0	10
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1		8		13		10		32
4	2		6		19		11		38
5	0		4		10		3		17
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		2		22		11		36
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	3		2		9		1		15
8									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. 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?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1. The assessment tools we use as a school to assess the early literacy skills of our ELLs are strands of ECLAS-2 and TCRWP (reading records). From our TCRWP data we noticed that we have 35% of our ELL children on or above grade level in grade 1 thru 5. Also as a school we noticed that the ELL students begin the year in November at level 2, mid year they make 0.02% progress, and end of the year they drop 0.03%. We can conclude that the minimal drop in progress may be the fact that it is not a significant enough number for a full level gain. This information will allow teachers to identify literacy strengths and weaknesses of their ELL students and provide instruction that will meet the needs of their ELL students.

2. The data patterns across proficiency levels (on NYSESLAT) and grades indicates that grade 2 children has the highest number at 6 of 42 children. As a school, we noticed that 50% of our ELL students are at the advance level and 44% of our ELLs are at the beginner level. Only 5 children of the 86 ELLs in grades 3, 4, and 6 are proficient. Only 7 children of 131 ELLs in grades K, 1, & 2 are proficient.

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 that date, most kindergarten and grade 1 children scored at the beginner level. This indicates that some of these children have not acquired the English Language. Also as we receive scores back from our initial assessments, we do believe these first year students will score as beginners. We will gather more data in terms of how many of these children went to pre-school (in America or their native country) and how many of their parents have higher education backgrounds from the home language surveys.

3. The patterns of the NYSESLAT modalities - reading/writing/and listening/ speaking - do affect our instructional instructional decisions. 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 be. 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 especially in the lower grades (K-2). 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 additional personnel or planning smarter for the day. In addition this data is shared with the staff as they begin to formulate their target groups for their Inquiry Teams.

4. Free Standing ESL Program - For ELA:

Grade 3 – There were a total of 23 ELL students tested. Four students (18%) scored at or above standards. Nineteen students (82%) scored level 1 or level 2.

Grade 4 – There were a total of 31 ELL students tested. Thirteen students (42%) scored at or above standards. Eighteen students (58%) scored level 1 or level 2.

Grade 5- There were a total of 10 ELL students tested. Three students (30%) scored at or above standards. Seven students (70%) scored level 1 or level 2.

The patterns across proficiency levels and grades indicates that ELL students out performs the native speakers by 4.8%. The ELL student

proficiency score is 56.4% which provided our school with a positive 1.5 credit gain. The school scores are 51.6% at proficiency. 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 such as push in with a ESL/Bilingual licensed teacher.

For Math:

Grade 3 –There were a total of 32 ELL students tested. Twenty three students (72%) scored at or above standards. Nine students (28%) scored level 1 or level 2.

Grade 4 - There were a total of 38 ELL students tested. Thirty students (78%) scored at or above standards. Eight students (22%) scored level 1 or level 2.

Grade 5 – There were a total of 17 ELL students tested. Thirteen (76%) scored at or above standards. Four students (24%) scored level 2.

The pattern across proficiency levels and grades indicates that ELL students fare better in the math assessments over the ELA assessment. Consistently over 72% of the ELL students tested scored at or above proficiency level. Again with the ELL students, 53.8% exemplary proficiency gains provided our school with additional credits. We can 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 Acuity Interim Math assessment.

From the results we know that 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 literacy development such as stop and jot; to write down ideas and what they are thinking and turn and talk which is built into partnerships.

Our ELL students take the exams in English and a copy of the Native Language version is provided side by side. Native Language is used only when necessary. We don't use the ELL Periodic Assessment. In most cases, teachers use native language with the beginner levels.

5. No Dual Language Programs

6. The success of the program is dependent on the assessments and instruction. The assessment are aligned to our instructional practices and curriculum which thus validates our ELL students' progress. The ELL students proficiency scores from our School Progress Report provided additional evaluation of success.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		11/1/10
	Assistant Principal		11/1/10
	Parent Coordinator		11/1/10
	ESL Teacher		11/1/10
	Parent		11/1/10
	Teacher/Subject Area		11/1/10
	Teacher/Subject Area		
	Coach		11/1/10
	Coach		
	Guidance Counselor		11/1/10
	Network Leader		
	Other		