



YUNG WING ELEMENTARY P.S. 124

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 02M124
ADDRESS: 40 DIVISION STREET
TELEPHONE: 212-966-7237
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: P.S. 124 **SCHOOL NAME:** Yung Wing Elementary

SCHOOL ADDRESS: 40 Division Street New York, New York 10002

SCHOOL TELEPHONE: 212-966-7237 **FAX:** 212-219-3069

SCHOOL CONTACT PERSON: Alice Hom **EMAIL ADDRESS:** Ahom2@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Hilton Dionet

PRINCIPAL: Alice Hom

UFT CHAPTER LEADER: Cheryl Hong

PARENTS' ASSOCIATION PRESIDENT: Pam Tang

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

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

NETWORK LEADER: Ada Cordova/Jayne Godlewski

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
Alice Hom	*Principal or Designee	
Cheryl Hong	*UFT Chapter Chairperson or Designee	
Pam Tang	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	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	
Jennifer Fung	Member/Parent	
Ray Velez	Member/Parent	
John Volpe	Member/Teacher	
Holly DeMistry	Member/Teacher	
Geraldine Cullen	Member/Teacher	
Hilton Dionet	Member/Teacher	
Hanifa Hussein	Member/Paraprofessional	
Helen Lai	Member/Parent	
Lisa Cheng	Member/Parent	

Tony Chee	Member/Parent	
Cecelia Leong	Member/Parent	

(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.

The Yung Wing Elementary School, located in the heart of New York City's Chinatown, is dedicated to achieving high standards of academic excellence for all of our students. As a school with a large immigrant population, we are committed to providing a rigorous education program that meets the individual needs of all students including English Language Learners, Talented and Gifted and Special Education students.

P.S. 124 supports a constructivist approach to learning and implements a literature-based balanced reading program, a hands-on problem solving approach to learning mathematics, and an inquiry-based model for studying science and social studies. Real world problems are used to challenge students to be critical, analytical and independent thinkers as well as to make their learning real, meaningful and purposeful. Cooperative grouping, peer tutoring and individual/group projects are some of the environments in which students learn.

Students, faculty and administrators trust in the value of hard work and maintain high expectations because they see themselves as lifelong learners. Teachers continually work at improving and enhancing pedagogical practices and they are deeply involved in their own learning. They teach programs that are an outgrowth of their staff development and their own collaborative process across grades as well as intra-grade. Parents are an important part of our school community. They are actively engaged in many facets of the teaching and learning process at P.S. 124.

Community partnerships are essential to support and sustain school initiatives. P.S. 124 has fostered relationships with various community based organizations, arts programs, cultural institutions, businesses and higher education institutions that have provided the students with many wonderful enriching experiences.

The mission of P.S. 124 is to enable students to achieve their fullest potential as productive, caring and informed individuals by providing them with a comprehensive, stimulating and well rounded education suited to their unique needs and abilities. To achieve this, we provide a range of programs that address not only the intellectual, but also the physical, emotional and social needs of all our 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:	Yung Wing Elementary				
District:	02	DBN #:	02M124	School BEDS Code:	310200010124

DEMOGRAPHICS									
Grades Served in 2009-10:	X Pre-K	X K	X 1	X 2	X 3	X 4	X 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)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	36	36	36		97.1	97.5			
Kindergarten	137	157							
Grade 1	148	148							
				Student Stability: % of Enrollment					
Grade 2	169	156		(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	176	154			95.9				
Grade 4	176	154							
Grade 5	156	166		Poverty Rate: % of Enrollment					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		60.8	60.8			
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		6	6			
Grade 12	0	0	0						
Ungraded	14	7		Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total					19	9			
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	25	22		Principal Suspensions	6				
No. in Collaborative Team Teaching (CTT) Classes	0	16		Superintendent Suspensions	3				
Number all others	36	43							
<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)	2007-08	2008-09	2009-10	CTE Program Participants	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0	
# in Dual Lang. Programs	0	0	0					
# receiving ESL services only	291	269		Number of Staff: Includes all full-time staff				
# ELLs with IEPs	7	9		(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	66	67		
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	19	18		
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	5	5		
	0	0						
				Teacher Qualifications:				
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	97.0	100.0		
American Indian or Alaska Native	0.1	0.2		Percent more than two years teaching in this school	74.2	79.1		
Black or African American	3.7	4.8		Percent more than five years teaching anywhere	53.0	61.2		
Hispanic or Latino	3.7	3.9						
Asian or Native Hawaiian/Other Pacific Isl.	90.4	88.3		Percent Masters Degree or higher	94.0	96.0		
White	2.1	2.1		Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	100.0		
Multi-racial	0	0						
Male	51.0	50.6						
Female	49.0	49.4						

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 checked="" type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	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	√	√	√				
Limited English Proficient	√	√	√				
Economically Disadvantaged	√	√	√				
Student groups making AYP in each subject							

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 – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	WD
Overall Score	90	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	10.9	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	22.5	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	52.8	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	3.8	Quality Statement 5: Monitor and Revise	
<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?
-

Greatest Accomplishments (Performance Trends)

A large majority of our students are meeting proficient levels on a variety of state tests in different subject areas. Our school is proud of the fact that almost 90% of all students are meeting proficient levels (3s & 4s) on the NYS ELA assessment and 99% of all students are meeting proficient levels (3s & 4s) on the NYS Math assessment. Almost 60% of our ELLs met proficient levels on the 2009 ELA assessment whereas only 29% of ELL students met proficient levels on the 2008 ELA assessment. 100% met of ELL students met proficient levels on the 2008 and 2009 Math assessment. In addition, 100 % of fourth grade students met proficient levels on the 2009 NYS Science assessment and 100% of fifth grade students met proficient levels on the 2008 NYS Social Studies assessment.

The focus on differentiated instruction has show to be effective. The average increase in scores jumped from 0.21 to 0.45 over the past three years on the ELA assessments for students scoring a level 1 or 2. The number of students making one year's progress as measured on the NYS Math assessment has increased over 60% during the last three years. The number of students making one year's progress as measured on the NYS ELA assessment has increased almost 28% over the past three years.

Our school's student attendance continues to remain high at 97% and parents are actively involved in their children's learning progress. Attendance at workshops for parents has increased through outreach by our Parent Coordinator and the addition of topics requested through parent surveys. The arts programs have helped our children to build their language skills, self-esteem, and provided numerous opportunities for them to exhibit their talents as well as win awards. Our partnership with Chess In the Schools has helped our children by developing their mental focus and strategic planning as well as building team spirit among the children representing our school at chess tournaments. Various cultural and community based organizations have established strong partnerships with our school to develop literacy and arts programs as well as to provide volunteers who have helped enhance our classrooms and building environment.

Aids and/or Barriers to Continuous Improvement

The teachers' continued dedication and commitment to students' growth has been critical to the school's continuous improvement. Due to the excessive assessments required by the state and city, particularly for our ELLs who have been in the US for at least a year, our teaching staff is feeling the stress of working to support our students' diverse learning needs and maintaining the achievements gained over the past years. Lack of time for professional development to learn new teaching and behavior management strategies, to assess student work and to develop targeted curricula plans have been major obstacles we continually face. As the budget continues

to be cut, it is becoming more and more difficult to provide the structural and time supports necessary to help teachers collaborate and continue their important work around improving and increasing student achievement.

Because of limited funding for personnel and resources, we have reduced intervention services (i.e., two Reading Recovery teachers instead of four, one guidance counselor instead of two, four ESL support staff members instead of five). In addition, due to the downsizing of the support staff at our ISC and central offices, as well as the added responsibilities which have been added at the school level (i.e., Blood Borne Pathogen training, H1N1 vaccination, Vision & Hearing testing, Gifted & Talented testing, Middle School Application process, Special Education evaluation and placement process), administrators, teachers, and all support staff are multi-tasking and overburdened with their extra tasks that are above and beyond what they should be doing, which is educating the children in their classrooms.

Yet, despite all of the above, our teachers' strong commitment to continuous learning and reflecting has directly impacted curricula planning, instruction, the analysis of student work and assessments and ultimately, increases in student achievement. Administrators value the importance and need for consistent professional development to strengthen school-wide teaching and learning. They are constantly planning for ways and the means to provide time and funding for teachers to meet and collaborate. In addition, successful communication with and outreach to parents and outside community organizations have helped us to foster positive partnerships that have benefited our students' academic, social and emotional needs. Through our newsletters to parents and staff, we strive to engage all constituents to participate actively in our school community.

Major Findings

While our school has a lot to be proud of, we noticed through analysis of a variety of assessments (item analysis of state tests, Acuity Predictive Assessments and Instructionally Targeted Assessments, TC running records, student work and teacher observations) that students considered at-risk struggle with reading comprehension. Through further analysis of work and assessments, as well as collaborative inquiry, we noticed that students struggled with certain literacy skills, primarily self-monitoring and inference work. A large majority of these at-risk students struggling with literacy skills are either Advanced ELLs or former ELLs who recently passed the NYSESLAT assessment.

- We will seek to purchase high content/low vocabulary resources to scaffold their learning.
- We will seek to pilot and implement programs which focus on vocabulary development and listening comprehension.
- We will continue to offer the Extended Day Literacy/Math programs.
- To provide students with the tools they need to reach ESL standards and to enable them to demonstrate proficiency on the new NYSESLAT achievement test, we will offer ESL staff development to teachers who have ELLs in their classes.
- We will seek additional intervention teachers (provided there is funding) to work in small groups with our ESL and at-risk students in reading, writing and math.

With the addition of our Collaborative Team Teaching classes, regular classroom teachers and cluster teachers indicated a need for training in working with special needs students in their classroom. Additional staff development is essential to learn effective teaching strategies to support special education students within the general classroom as well as in cluster classes. We will seek additional pupil personnel to support our students with special needs. We will request staff development from the ICI to build teachers' capacity to work with special needs students in the classroom. Our teachers working in CTT classes will continue their professional development with Goldmansour and Rutherford.

Teachers are beginning to integrate technology as tools in their instructional programs with the addition of eChalk, TC Assessment Pro, ARIS, SmartBoards and document cameras. However, teachers' feedback indicate that they and their students still need more training time and professional development to effectively use the technology resources effectively for instructional purposes. Teachers will be encouraged to attend workshops and conferences to learn how to utilize the equipment that will engage students and enhance teaching and learning. The library has been a great resource for teachers and students. The library grants from CCD and

Carnegie to purchase library books and multimedia resources have increased the present library collection as well as circulation. However, the consensus among administrators, teachers, parents and students is that the existing collection needs to be annually expanded with newer books and materials, as well as with additional audio-visual & technological enhancements for professional meetings that frequently occur in the library. We will continue to enhance the library facility and acquire new books, magazines, videos, and CDs, etc. Library will have Open Access periods to allow the classroom teacher to collaborate with the librarian on research skills and projects.

To create a greater sense of school community, enhance family responsibility and foster leadership among parents, we will provide a wider range of in-school activities for families. These activities will include:

1. Literacy workshops;
2. Family Math nights;
3. Science Family night;
4. workshops on testing and assessment;
5. ARIS training;
6. Middle School application process;
7. CPR and First Aid training;
8. developing a parent newsletter on the school website;
9. creating and distributing Curriculum Outlines for grades K-2 and 3-5;
10. workshops to build parent capacity, to improve communication with children, to understand school life, school policies, curriculum and to access community services for health and emotional needs;
11. visits to the local library and cultural institutions around New York City; and
12. social events to provide opportunities for groups of parents to come together and develop relationships around school activities (i.e., Field Day, Crafts workshops, Mother's Day Fair, Family Photo Day).

We will seek grants to develop parent programs focused on literacy and home-school activities.

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.

Instructional Goal 1

Teachers will improve and accelerate literacy skills for our Advanced ELL students. There are 58 Advanced ELLs based on the 2010 Spring NYSESLAT results of students in Grades 3, 4 and 5. 30% of those students will test Proficient on the 2011 NYSESLAT that will be administered in May.

Instructional Goal 2

Teachers will improve grades 3-5 students' achievement in reading. Of the 3rd grade students (42) reading at below L Level (based on June 2010 results), 35% of them will move at least 4 reading levels as measured by the TC Reading Assessment. With respect to the 4th and 5th grade students whose ELA scores fell in Level 1 (10 students) and Level 2 (69 students), at least 40% of Level 1 and Level 2 students will move up by one Level on the NYS ELA test in May, 2011.

Instructional Goal 3

Collaborative inquiry teams of instructional staff will work on developing and improving oral language, writing, or math skills and instruction based on students' needs across each grade.

- By June 2011, 90% of teaching staff (including classroom teachers, cluster teachers, ESL teachers, intervention support personnel) will work with colleagues on inquiry studies focusing on improving students' outcomes in oral language production, writing and math skills.
- Collaborative inquiry teams will meet at least two times each month to set group goals, plan lessons for targeted instruction, analyze student work, discuss effective teaching strategies/activities or re-assess action plan.
- All work including evidence from at least three students within their individual classes will be documented on the ARIS interface.

Instructional Goal 4

Teachers will develop a coherent curriculum across the grades in ELA.

- Each grade level team will be engaged in curriculum mapping to horizontally and vertically align curriculum in ELA.
- At least two curriculum units of studies from TCRWP will be developed by teachers within each grade (K-5) with differentiated lessons and activities.

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): Instructional Support for ELLs

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Teachers will improve and accelerate literacy skills for our Advanced ELL students. There are 58 Advanced ELLs based on the 2010 Spring NYSESLAT results of students in Grades 3, 4 and 5. 30% of those students will test Proficient on the 2011 NYSESLAT that will be administered in May.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • ESL team, consisting of ESL and classroom teachers, will collaborate regularly (weekly common grade planning meetings and monthly inter-grade planning meetings) to: <ol style="list-style-type: none"> 1. develop content units; 2. discuss appropriate classroom environments/structures that support ELLs; 3. discuss ways of implementing an effective push-in model with expectations and roles clearly defined; 4. continue professional development on accountable talk to build comprehension and reasoning skills. • Continue usage of <i>Imagine Learning</i> software program to increase basic concepts, vocabulary, and comprehension skills through fiction and non-fictions texts. Time on task will be approximately two 30 minute sessions per week and during one 50 minute extended school time period. • ESL teachers will provide ELL students with books on tape and appropriately leveled reading materials to help them further develop language skills and fluency. • ESL teachers will model lessons and strategies for new teachers. • Teachers' lesson plans will reflect differentiated planning and instruction for ELL students in their classrooms. • Observations of professional development, conversations and collections of meeting notes between classroom, ESL and cluster teachers on effective teaching strategies, resources and unit planning. • Classroom teachers and ESL support personnel will analyze data from formal tests (i.e., NYSESLAT, Acuity Predictive assessments, TC Assessments, NYS ELA exam) to plan for differentiated instruction and small group intervention. • Targeted ESL students engaged in small groups with direct instructions and purposeful learning

	<p>tasks.</p> <ul style="list-style-type: none"> • ESL teachers will explain components of NYSESLAT to classroom teachers (during grade meetings) as well as provide ELL students with overview of NYSESLAT type questions. • ESL teachers will provide additional instruction during extended school time sessions and in after-school sessions for students who are required to take NYS exams (ELA, Math, Science). • Extracurricular trips to cultural institutions will be planned to provide ELL students with enriching experiences and to develop their oral language and reading skills.
<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"> • C4E funds allocated for Literacy Coach to provide professional development for classroom teachers on effective strategies for ELLs. • Title I SWP, Title III LEP and Title III Immigrant funds for Extended School Day small group tutorial sessions for students and professional development (i.e., ESL team meetings, <i>Imagine Learning</i> training, ESL Book Study group w/ E. Wong) • Funding resources to support this goal include Title I ARRA, Title III, Title 1 SWP and TL Fair Student funding.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Student portfolios of work in different content areas: reading logs and writing pieces will be organized and maintained to show student progress as well as to analyze particular areas students still need to work on. • Teacher conference notes for ELL students. • Running records of ELL students over the course of the school year. • Observations of students using strategies taught during their own reading and writing time, the idea of practice and transference. • Agenda notes from ESL meetings, professional development workshops attended by teachers on how they are implementing ideas/suggestions within their classrooms. • Increased time on task and completion of lessons/levels within <i>Imagine Learning</i> demonstrating growth in language skills, vocabulary and comprehension of fiction and non-fiction texts. • Results from assessments and standardized tests can be attained in either ATS or ARIS report.

Subject/Area (where relevant): Reading Support for Gr. 3-5 Students

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Teachers will improve grades 3-5 students' achievement in reading.</p> <ul style="list-style-type: none"> • Of the 3rd grade students (42) reading at below L Level (based on June 2010 results), 35% of them will move at least 4 reading levels as measured by the TC Reading Assessment. • Of the 4th and 5th grade students whose ELA scores fell in Level 1 (10 students) and Level 2 (69 students), at least 40% of Level 1 and Level 2 students will move up by one Level on the NYS
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	<p>ELA test in May, 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"> • During Sept. & Oct. classroom teachers will assess students' initial reading levels using TC Assessment Pro, QRIs, or DRAs. They will also have access to previous reading and test results through ARIS. • Students in the lowest quartile of the class will attend Extended School time sessions (3 days/week, 50 minute sessions) for targeted small group instruction, primarily guided reading instruction tailored to students' specific needs. • Our school's full-time literacy coach and a consultant hired from AUSSIE (24 days) will provide professional development throughout the year that will include analysis of student work, study of vocabulary instruction to enhance comprehension and planning of scaffolded reading strategies to support students' understanding of complex texts.. • Classroom teachers, ESL teachers and AIS personnel will collaborate during common grade planning time to discuss effective targeted reading strategies as well as develop differentiated lessons for TC reading units of studies to meet the needs of their students. • Additional professional development opportunities and intra-class visitations will be provided to assist teachers in learning and implementing appropriate and effective instructional reading strategies.
<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"> • After initial assessments, appropriated leveled fiction and non-fiction materials will be available in classroom libraries based on the various learning needs of students in the class. • Professional development will be provided to <ol style="list-style-type: none"> 1. demonstrate different assessment tools; 2. understand and use effectively <i>Words Their Way</i>; 3. discuss how to interpret the results and data from tools such as Periodic/ITA Assessments and TC Assessment Pro; and 4. plan next steps for curriculum planning and instruction. • AIT members will meet monthly to discuss student referrals, assessment results and effectiveness of intervention strategies used for targeted students. • Support personnel will push-in to classrooms to provide small group and/or whole group instruction. They will work collaboratively with classroom teachers on strategies for classroom management. • Common planning meeting times will be scheduled for support personnel to confer with teachers about students' progress. • AUSSIE consultant will identify and work with teachers in grades 3-5 on reading/writing strategies based on teachers' needs. • Professional development will be provided for staff to analyze past NYS ELA and Math tests, predictive assessments and constructed responses. • All staff and administrators will use results from standardized tests, Progress Report and the Learning Survey to refine classroom teaching and learning practices school-wide that will support

	<p>our neediest students.</p> <ul style="list-style-type: none"> Funding sources to support this goal include TL Fair Student Funding, Title I SWP, C4E (staff developer), Title I ARRA and PTA grant.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> Reading levels as assessed three times a year through TC Reading Assessment. NYS ELA exam results for the 4th and 5th grade in May, 2011. These can be attained either in ATS or ARIS report. Formal and informal observations of student engagement in reading during whole group and small group instruction and/or literacy activity. Student running records at various intervals (every six weeks) during the year to follow progress of students. Portfolios of students' written reading responses to assess comprehension of reading materials (both fiction and non-fiction texts).

Subject/Area (where relevant): Collaborative Inquiry Teams

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Collaborative inquiry teams of instructional staff will continue to work on developing and improving oral language/writing/math skills based on students' needs across each grade..</p> <ul style="list-style-type: none"> By June 2011, 90% of teaching staff (including classroom teachers, cluster teachers, ESL teachers, intervention support personnel) will work with colleagues on an inquiry studies focusing on improving student writing/writing/math skills. Collaborative inquiry teams will meet at least two times each month to set group goals, plan lessons for targeted instruction, analyze student work, discuss effective teaching strategies/activities or re-assess action plan. All work including evidence from at least three students within their individual classes will be documented on the ARIS interface.
<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"> During Sept. & Oct. staff will discuss with administrators and coaches an area of interest and determine inquiry team members in preparation for scheduling (every other week during one 50 minute Extended School Time session from 8:05 – 8:55). Student assemblies aligned with each grade's curriculum units of studies (health, science, arts-based) will be scheduled in order for teachers to have additional time to meet for collaborative inquiry work. Inquiry teams (possibly across two grades) will develop effective mini-lessons, rubrics for targeted writing standards and post the results of their work on the ARIS interface.

	<ul style="list-style-type: none"> • A core inquiry team consisting of facilitators from each grade (K-5) will meet once a month to share protocols, expectations, discuss concerns that arise from their grade inquiry teams and receive support to elevate the inquiry process. • Administrators and coaches will provide research on best practices, resources, and professional development on using ARIS or other technology resources that will support their inquiry work. • During the Staff Conference day in June, 2011, each collaborative inquiry group will share the work they did with the rest of the school staff.
<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"> • Literacy and Math coaches will provide resources and protocols during collaborative inquiry team meetings. • Inquiry teams will meet bi-monthly to plan, write lessons, develop rubrics, analyze student work and share findings. • Results will be logged into ARIS interface and shared with staff at end of school year. • Funds to support this goal include TL Fair Student Funding, TL Inquiry, TL Data Specialist, Title III, and Title I SWP.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Agenda and minutes from inquiry team meetings held at least two times a month. • Effective mini-lessons, strategy lessons/activities written and implemented by teachers. • Pre- and Post- on-demand writing pieces for at least three of the TC Units of Study. • Written student work from 2011 NYS ELA, Science assessments to see whether lessons/strategies taught from writing curriculum are actually implemented by students. • Inquiry team presentations to colleagues in June, 2011 during June Staff Development day. • Copy of CFI/ARIS interface documents posted by each Inquiry Team.

Subject/Area (where relevant): Developing Curriculum Coherency

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Teachers will collaboratively review, reflect and expand two TC reading units for the year.</p> <ul style="list-style-type: none"> • Each grade level team will be engaged in curriculum mapping to horizontally and vertically align curriculum in ELA. • At least two curriculum units of studies from TCRWP will be expanded by teachers collaboratively within each grade (K-5) with differentiated lessons and activities.
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<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"> • During weekly common grade planning time (at least twice a month), teachers will have opportunities to study, develop and share curriculum lessons for TCRWP units of studies that will meet the differentiated learning abilities and needs of the students in their classes. • Teachers on each grade will document their plan in a curriculum map at the end of each unit. • Educational assemblies will be held in order for teachers within a grade to have additional time for curriculum planning. • A Common Core Standards team consisting of 1 teacher facilitator from each grade (K-5), administrators, and coaches will meet to align the ELA CCS with the school-wide ELA curriculum. This team will meet two hours each month and share information with their grade colleagues. • Our school's full-time literacy coach and a consultant hired from AUSSIE (24 days) will provide professional development throughout the year that will include curriculum mapping, analyzing student work and discussing the alignment of Common Core Standards with their units of studies.
<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"> • Literacy and Math coaches will provide resources and protocols during collaborative Common Core Standards team meetings. • CCS teams will meet monthly to discuss ways to align the grade curriculum units developed by each grade with the CCSS. • AUSSIE consultant will provide professional development and assist in developing coherent curriculum maps across grades K-5 with teachers and administrators. • Funds to support this goal include TL Fair Student Funding, TL Inquiry, TL Data Specialist, Title III, Title I SWP and PTA grant.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Agendas from professional development workshops (i.e., TC Common Core Standards, AUSSIE workshops on literacy). • Weekly common grade planning agendas and meeting notes. • Posted curriculum maps across the grades on ARIS.

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	2		N/A	N/A	3			
1	15	3	N/A	N/A	4			
2	8	3	N/A	N/A	4			
3	36	14	N/A	N/A	8			
4	33	16			7			
5	18	6			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:	Wilson – small group – during school day; Foundations – small group – during school day Voyager – small group – during school day; Text Talk – small group – during school day Great Leaps – one-to-one – Extended School Time; Reading Recovery – one-to-one – during school day ESL – small groups – during school day, extended school time, extended school day Extended School Time – small groups, before school 50 mins. 3 days/week, Sept. – March 2011 Extended School Day – small groups, after school 1.25 hrs/wk, Feb. – April 2011
Mathematics:	Math coach – one-to-one – based on benchmark assessments, during school day & extended school time Extended School Time – small groups, before school 50 mins. 3 days/week, March – April 2011 Extended School Day – small groups, after school 1.25 hrs./wk, Feb. – April 2011
Science:	N/A
Social Studies:	N/A
At-risk Services Provided by the Guidance Counselor: • Art therapy	Counseling – Small group; one-to-one – during school day
At-risk Services Provided by the School Psychologist:	
At-risk Services Provided by the Social Worker:	
At-risk Health-related Services:	

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.

Section I. Student and School Information

Grade Level(s) 3-5 **Number of Students to be Served:** 48 **LEP** _____ **Non-LEP** _____

Number of Teachers 4 **Other Staff (Specify)** Parent Coordinator, Principal, Literacy Coach

School Building Instructional Program/Professional Development Overview

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.

P. S. 124 is a pre-k-5 elementary school located in Chinatown. Of our 926 students, 232 students (25.05%) are designated ELL and entitled to ESL services. The majority of our ELLs (229) come from Chinese speaking backgrounds while 3 are from a Spanish speaking home. We have 199 ELLs who can be classified as newcomers, 1 who is classified as a long-term ELL, seven classified as SIFE and 9 ELLs in Alternate Placements for Bilingual Special Education. At the present time, our school has 2 free standing ESL classes – one in grade 2 and another in grade 4.

Our ESL teachers who are ESL certified work collaboratively with the classroom and cluster teachers with a push-in model to provide support in reading, writing, mathematics and science. They gather appropriate leveled materials for ELLs based on their ability levels and provide vocabulary instruction so that instruction is accessible for them in the classroom setting. Books on tapes and Chinese-English dictionaries are also provided to support literacy skills. Visual aids and charts with pictures associated with the words or ideas are created and displayed in rooms to assist ELLs in the learning process. Teachers use a balance literacy approach to teaching literacy. ELLs are in this included program. Adaptations are made to meet the needs of ELLs (as per Pauline Gibbons' suggestions). The ESL team meets monthly to plan content units of study for ELLs aligned with grade level standards. Push-in ESL teachers and classroom teachers are responsible for implementing content lessons with an emphasis on language development.

Title III Supplementary Plan

P.S. 124 will target approximately 48 ELLs from grades 3, 4 and 5 who score at Beginner/Intermediate levels based on either the LAB-R or NYSESLAT. Four classes will meet after school for 1.25 hrs./week for 15 weeks between Dec. and May. 2011 to receive direct instruction from four bilingual and/or ESL licensed teachers to prepare them for the NYS ELA, Math, and NYSESLAT exams.

- ESL strategies specifically designed to expedite language learning – teacher-guided reporting, listening activities, barrier “information gap” games, etc. – will be used to meet students’ language needs.
- Additional technology access time after-school or on Saturdays will be available for ELLs using *Imagine Learning*, a software program for ELLs. This will increase their individualized session times to help them increase their language development and content knowledge of science and social studies.
- Supplemental instructional materials, including non-fiction books and videos/CDs, will be provided.

2 field trips will be organized to the Wildlife Society, Botanical Society and/or Hall of Science that will align with the children’s science curriculum. 1 field trip will be planned to see a theatre production to expose and increase their literacy and arts instruction while another will be planned to take the students to the National Constitution Museum. Children will create PowerPoint presentations documenting information they’ve learned through hands-on experiences and internet research.

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.

Section II. Title III, Part A LEP Program Narrative

P.S. 124 will form an ESL Team consisting of the Principal, Assistant Principal, Literacy Coach, 4 ESL teachers and 8 classroom teachers who have ESL students in their classes. They will meet once a month from November '10 through June '11 (1- 1.5/hrs. each session) to focus on ESL strategies and curriculum planning for Beginning/Intermediate ELLs. They will discuss and apply the bilingual/ESL strategies and research of Danling Fu, Houk, Hadaway, Vardell & Young, Deborah Short and other experts in the field to plan content units of study for ELLs aligned with grade level standards. Push-in ESL and classroom teachers will be responsible for implementing content lessons with an emphasis on language development and writing. All teachers participating will be paid at the per session rate.

- Teachers will consider research/strategies discussed in *Supporting English Language Learners – A Guide for Teachers and Administrators* (Houk), *Literature-Based Instruction with English Language Learners* (Hadaway, Vardell & Young) and *Making Content Comprehensible for English Learners* (Short) as they relate to teaching social studies and science.
- The ESL team will target students in grades 2-3 who consistently score Advance level of Proficiency as measured by the NYSESLAT. The team will use an inquiry approach to develop strategies which can help support these students in the four strands assessed. They will discuss the areas of weakness of the ELLs and plan instruction to target those needs.
- Teachers will adapt at least one social studies and one science unit from their yearlong grade planning calendar.
- Teachers will select/create appropriate materials and lessons to support ELLs in learning social studies and science.
- At the end of the study group the team will compile a list of ESL strategies that can be used in content area classes by monolingual teachers in order to scaffold instruction for ELL students within their classes.
- ESL and classroom teachers who have students using *Imagine Learning* will receive professional development with trainers on differentiating instruction, using data reports, lesson planning and developing classroom activities.
- ESL staff will attend weekly grade meetings to plan and target instruction for the ELL students.

Parent Activities

- ESL and general education teachers will provide hands on-workshops for parents in math, literacy and *Imagine Learning* (software program for ELLs).
- Parents who attend field and theatre trips will learn how to build language (oral and written) with their children by creating interactive and collaborative technology projects.

Section III. Title III Budget

School: 02M124 BEDS Code: 310200010124

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$5,986.80 \$3,741.75 \$1,197.36 \$ 299.34 \$ 299.34 \$3,592.08	ESL & General Ed teachers for Professional Development: 1.25 hrs. x \$49.89 x 12 teachers x 8 sessions = \$5,986.80 ESL teachers for Extended School Day 1.25 x \$49.89 x 4 teachers x 15 sessions = \$3,741.75 ESL teachers for 2 Sat. field trips 6 hrs. x \$49.89 x 2 teachers x 2 trips = \$1,197.36 ESL teachers for 1 after school theatre trip 3 hrs. x \$49.89 x 2 teachers = \$299.34 ESL teachers for trip to National Constitution Museum 3 hrs x \$49.89 x 2 teachers = \$299.34 ESL and General Education teachers for 3 parent workshops 3 hrs. x \$49.89 x 8 teachers x 3 workshops = \$3,592.08
Purchased services - High quality staff and curriculum development contracts.		
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$5,422	Leveled books (fiction & non-fiction), books on CD, CD/DVD portable players, NYSESLAT materials
Educational Software (Object Code 199)	\$15,000	Imagine Learning educational software - 100 student subscriptions 100 X \$150 = \$15,000
Travel		
Other	\$5,000 \$ 81.33	Non-contractual services (bus rental, entrance fees for tickets) Refreshments (parent workshops)
TOTAL	\$40,620	

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.

At the point of registration, parents are interviewed by an ESL teacher in order to complete the Home Language Survey. To ensure parents' understanding of their program options, parents meet with the bilingual parent coordinator and bilingual program coordinator at registration, view tapes explaining their choices, and attend orientation meetings which are held at the beginning of each school year to explain programs and to provide assistance for parents needing help completing forms. Ongoing follow-up ensures that parents are continually informed of their children's options and progress.

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.

A review of the Parent Survey and Program Selection forms shows the trend in program choices (95% of parents surveyed) has consistently been a free-standing ESL program. Although our school offers only free-standing ESL, parents are aware of their options to seek other programs elsewhere. This is announced during the first PTA meeting for parents in addition to ESL Parent orientation meetings held in September.

Part B: Strategies and Activities

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

The family worker and parent coordinator provide the majority of written translation services in our school. School-wide notices are given to them to with at least 1-2 days notice for translation. Any notices the school receives from the Department of Education or the Chancellor's office are distributed with the translation on the reverse side. Teachers who have Chinese paraprofessionals in the kindergarten classes use them to help with class letters that get sent home. If other classroom teachers need translated letters to be sent home, they ask the family worker or parent coordinator for assistance.

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

The parent coordinator or family worker provides oral translations during parent workshops or PTA meetings. During Parent-Teacher conferences, our bilingual paraprofessionals, support personnel, family workers, parent coordinator, bilingual student teachers and local high school student volunteers assist as interpreters for our English-speaking teachers. In addition, our bilingual staff help with translations during grade orientation meetings in September and during Parent-Teacher conferences.

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

The school will use in-house school staff, parent volunteers and volunteers from local community based organizations and secondary schools to provide translation and interpretation services. If notices are from the Department of Education, they will be distributed along with the translated versions based on the school population needs of our building.

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:	\$372,497	\$544,981	\$917,478
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3,725	\$5,450	\$9,175
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$10000	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$91,748	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
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.

* 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.

Yung Wing Elementary P.S. 124 School Parental Involvement Policy
Annual Review – Jan. 12, 2010 @ PTA Meeting

P.S. 124 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. 124 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, SLT 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 school newsletter, website and numerous handouts on a weekly basis.
2. P.S. 124 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.
 3. P.S. 124 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 Night seminars to inform parents of the instruction their children are getting in the classrooms, coordinate and attend class publishing parties, provide more library access before and after school for parents and students to use. Parents will be able to use school computers in the school library or computer labs during the first period based on availability and scheduled dates with librarian and/or technology teacher(s).
 4. P.S. 124 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 Studio-In-A-School, Homework Help, Positive Discipline with Your Child, Understanding the NYS Tests, Resources for Parents (i.e., museums, libraries, cultural institutions), Cool Culture.
 5. P.S. 124 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. 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 SLT 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.
 6. P.S. 124 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, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, 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.

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 periodically visit www.ps124.org for updated school news.

During the bi-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.

2010-2011 Yung Wing Elementary P.S. 124 School-Parent Compact

P.S. 124, 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. 124 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 January 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 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.
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:

- o Do my homework every day and ask for help when I need to.
- o Read at least 30 minutes every day outside of school time.
- o 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 Section IV: Needs Assessment, Pages 10 – 12.

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.

School-wide reform strategies at P.S. 124 include the following:

- Implementation of Balanced Literacy components (Whole group lessons, mini-lessons, guided reading, shared reading, independent reading, word study) with support from Literacy Coach and AUSSIE consultant (G. Chiu)
- Co-Integrated Teaching (Goldmansour consultant – R. Zindler)
- Foundations (Kgn. – Grade 2) - phonemic awareness, oral language development
- Words Their Way (Grades 2-5) – encoding & decoding to differentiate instruction based on student data collected
- Reading & writing process (Teachers College Reading & Writing Units of Study)
- Inquiry work focusing on individualized writing strategies to improve writing performance (across grades K-5)
- Hands-on, investigations in math instruction (*Investigations in Data, Number and Space*)
- Hands-on Science investigations with FOSS and STC science kits
- *Imagine Learning* (software program) – to support listening, reading, and oral language skills for ELLs

- Small group instruction with additional support personnel (*America Reads volunteers, Learning Leaders, student teachers & interns from higher learning institutions*)
- After-school tutorial programs for ELA and math instruction
- Enrichment clubs, homework help provided by volunteers from *New York Cares* organization

3. Instruction by highly qualified staff.

Administrators hire teachers with input from staff (if potential candidates were student teachers). Interviews and demonstration lessons by prospective candidates ensure that teachers with sound educational philosophy and pedagogical expertise will be hired. Those teachers already on staff will engage in on-going professional development in literacy, math, science, social studies and ESL. Additionally, teachers will continue working with a literacy coach in their classrooms; observe model lessons; collaborate with each other and the literacy and math coaches in refining the Curriculum Frameworks and Pacing Calendar on each grade and aligning them with Common Core State Standards; attend workshops; participate in study groups and/or book clubs; and seek advanced degrees in education.

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.

We will continue to provide quality professional development through grade-wide planning days; revising and refining our curriculum pacing calendar which is aligned with NYC and NYS standards; lesson studies in mathematics; attending workshops at Teachers College (for reading and writing and math Common Core Standards); inter-/intra school visits (Goldmansour – CTT); attending science workshops offered by local institutions; participating in workshops offered by our “arts” collaborators (Studio In A School, National Dance Institute, Children’s Museum of the Arts, Museum of Chinese in America); discussing strategies and curriculum planning in study groups; and working with consultants from institutions of higher learning (i.e., Hunter College, NYU, Fordham University).

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

P.S. 124 has developed relationships with Fordham University, NYU, Pace University, Teachers College and Hunter College which have sent us a number of student teachers. We include student teachers in all educational activities and staff development where possible with the goal of recruiting highly qualified teachers who have training and philosophy aligned with ours. We also invite members of the educational community to celebrations and our Literacy/Science Fair to attract talented teachers to apply to our school. Because we are a school which has developed a reputation of excellence, our most effective strategy is to continue to do the work that has enabled us to be classified as one of the 209 high achieving schools in the city.

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

After initial surveys to see what parents are interested in learning about with regards to the school offerings, workshops are planned to inform and involve parents (i.e., Balanced Literacy, Family Math Night, Understanding the NYS ELA and Math Test, Positive Discipline for Children, Homework Help, ADHD, Asthma and other Children Health Issues). Learning Leaders and Studio In a School offer parent workshops on reading with children and art appreciation. When funding is available, we open up the technology lab to teach parents how to use computers and sites to access that will help their children (i.e., ARIS). We also try to provide parents with access to our school library facility before school to borrow materials for their children or

themselves. During Open School Week in November and March when parents meet with teachers, we invite the librarian from the local library to help parents fill out applications for their children to obtain a library card. We also have local health and insurance agencies to provide parents with information for their children and themselves.

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.

Our Superstart Pre-K is supported in making the transition to kindergarten through parent workshops, inclusion in special school programs (Literacy Fair, book fair, Field Day, etc.) summer testing of ELLs, early organization of kindergarten classes to ensure a smooth transition and orientation meetings with teachers in September. Students starting kindergarten are phased in during the first couple days in September to acclimate them to the full day schedule and to begin socialization skills with their peers.

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.

In the beginning of the school year, professional development workshops are provided for all staff focusing on various assessments and how to effectively use them in the classroom. These workshops are facilitated by our school's academic intervention team to ensure classroom teachers' understanding of assessment tools. Throughout the school year, literacy and math coaches inform and instruct staff on current methods of assessments such as Teachers College running records, TC Assessment Pro, *Investigations in Data, Number and Space* benchmark assessments. Additionally, during the grade level planning day, teachers collaborate on various forms of on-going assessment through student observation, conferring and writing portfolios for literacy. In the area of math, the end-of unit investigation assessments are used to measure the achievement of individual students. Assessments are on-going throughout the year.

Inter- and intra-grade planning meetings are held to discuss curriculum, intervention strategies and to analyze student work and assessments. Types of assessments used by teachers include: running records with comprehension questions, EPAL, writing portfolios, interim ELA and Math assessments, NYSESLAT, LAB-R, TERC unit investigation assessments, TC assessments, QRT assessments, Lexia, QRI, NYS ELA, Math and Science assessments.

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.

At the beginning of the school year, teachers assess their students informally in literacy and mathematics skills. Students who appear to have academic difficulties are identified and seen by an academic intervention teacher for further testing to determine specific areas of weakness in order to develop the educational plan of action. After administration of tools such as Wilson, QRI, Lexia, Foundations, etc., the AIT meets to group students for targeted instruction in Phonics, Fluency, Comprehension, Vocabulary, etc. during the school day. Grade 3 – 5 teachers work with small groups in extended day programs to prepare students for the NYS ELA and Math tests beginning in February. English Language Learners (ELLs) also receive extended day instruction through funding from Title III LEP and Title III Immigrant Program to help them improve their reading and writing skills as well as prepare them for the standardized tests they are expected to take. After school clubs with a literacy component and incorporating ESL strategies are developed for our K- 2 students.

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.

P.S. 124 will consolidate TL Fair Student Funding, TL Children First Funding, Title I, and Title III monies in the School-wide Program to provide personnel, materials and supplies for the ESL support program, Guidance program, Reading Recovery program and family worker outreach program. Students will participate in all programs to meet their academic, physical and social needs.

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.

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)

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.

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:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **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.

Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.

2. Ensure that planning for students served under this program is incorporated into existing school planning.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

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

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, 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.)

Five (5) Students in Temporary Housing are currently attending PS 124.

2. Please describe the services you are planning to provide to the STH population.
 - Extended school time (8:05 – 8:55 AM, 3 times per week)
 - Counseling services
 - At-risk intervention services during school day

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. 124 Yung Wing					
District:	2	DBN:	02M124	School		310200010124

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:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	36	36	36		97.1	97.3	97.9
Kindergarten	157	151	139				
Grade 1	148	157	143	Student Stability - % of Enrollment:			
Grade 2	156	147	155	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	167	153	140		95.9	98.0	97.2
Grade 4	154	156	150				
Grade 5	166	153	153	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	0	0	0		60.8	81.1	81.1
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		6	11	17
Grade 12	0	0	0				
Ungraded	7	9	10	Recent Immigrants - Total Number:			
Total	991	962	926	(As of October 31)	2007-08	2008-09	2009-10
					19	9	21

Special Education				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
# in Self-Contained Classes	22	17	22	Principal Suspensions	6	6	4
# in Collaborative Team Teaching (CTT) Classes	16	28	30	Superintendent Suspensions	3	4	6
Number all others	43	33	37				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
(As of October 31)	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:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	66	67	64
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	19	18	6
# receiving ESL services only	269	271	TBD				
# ELLs with IEPs	9	28	TBD	Number of Educational Paraprofessionals	5	5	15

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	97.0	100.0	100.0
				% more than 2 years teaching in this school	74.2	79.1	87.5
				% more than 5 years teaching anywhere	53.0	61.2	79.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	94.0	96.0	95.3
American Indian or Alaska Native	0.2	0.0	0.1	% core classes taught by "highly qualified" teachers	100.0	100.0	100.0
Black or African American	4.8	4.1	3.3				
Hispanic or Latino	3.9	3.2	3.2				
Asian or Native Hawaiian/Other Pacific	88.3	90.0	92.0				
White	2.1	1.7	1.3				
Male	50.6	49.9	51.6				
Female	49.4	50.1	48.4				

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	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	v	v					
White	-	-	-				
Multiracial	-	-					
Students with Disabilities	-	-	-				
Limited English Proficient	v	v					
Economically Disadvantaged	v	v					
Student groups making	4	4	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:				NR	
Overall Score:	67.3	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	7.7	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	15.6	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	41.7						
<i>(Comprises 60% of the</i>							
Additional Credit:	2.3						

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 2	District 02	School Number 124	School Name Yung Wing Elementary
Principal Alice Hom		Assistant Principal Melissa Getzels	
Coach Pat Kwan		Coach Dana Parentini	
Teacher/Subject Area Judy Ng/ESL		Guidance Counselor Teresa Tam	
Teacher/Subject Area Elizabeth Wong/4th Gr.		Parent Pam Tang	
Teacher/Subject Area Minda Kauffman/ESL		Parent Coordinator Christina Pun	
Related Service Provider Mei Li (Speech)		Other Tat Lai	
Network Leader Ada Cordova		Other type here	

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	3	Number of Certified Bilingual Teachers	7	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	926	Total Number of ELLs	232	ELLs as Share of Total Student Population (%)	25.05%
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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.
- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
 - Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.
- At the point of registration, parents are interviewed by a licensed (bilingual CB Cantonese DES or ESL DES) ESL/bilingual teacher (languages spoken are either Mandarin or Cantonese) in order to complete the Home Language Survey. The ESL teacher determines if the child needs to have the LAB-R administered based on responses from the HLS. Once the LAB-R is administered (within 10 days of registration date), the principal is informed about the number of entitled students from each grade level. All certified ESL/bilingual teachers assist in the spring to administer and score the NYSESLAT.
 - A parent orientation meeting is scheduled within the first two weeks of school for all parents of entitled students. A letter is sent out in advance informing parents that their child is entitled for second language services based on the results of the LAB-R. During the orientation session, the principal and the parent coordinator (in the capacity as the translator) explain the three parent options. To better explain the differences among the three programs, the DOE Orientation DVD (Chinese version) on the program selection process is shown to the parents in their native language. After the viewing of the video, parents are encouraged to ask questions.
 - The Program Selection form is distributed to parents and collected as the end of the orientation. The principal reviews the Program Selection Forms and identifies the program(s) requested by parents. Parents who do not return the Program Selection Form or who fail to attend the parent orientation session are re-scheduled for a repeat session within a week. Parents who fail to come in for the repeat orientation are called by the parent coordinator. At this point, the parent coordinator then makes a personal appointment to meet with the parent. Many times, the Orientation DVD is lent to the parent to take home to review. In order to keep track of the number of Parent Surveys that are returned, we have created a checklist for all entitled students. Each checklist is categorized by class, i.e., Class K-111, Class 2-223. These checklists enable us to see at a glance who attended the parent orientation session, who returned the entitlement notice and who completed the Program Selection Form.
 - Based on the responses from the Parent Survey and Program Selection forms, with questions from parents addressed by an ESL teacher or the bilingual parent coordinator, ELL students are placed in free-standing ESL program, with bilingual/ESL certified teachers providing push-in/pull-out services determined by the levels of the students as a result of the LAB-R or NYSESLAT assessments.
 - A review of the Parent Survey and Program Selection forms shows the trend in program choice (98%) has consistently been a free-standing ESL program. When asked, parents are informed of other schools in the district that have programs such as Transitional Bilingual Education and Dual Language and have opted to place their children in our ESL program.
 - The free-standing ESL program offered at our school is aligned with parent request.

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														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% →)														0

75%:25%)															
Dual Language (50%:50%)															0
Freestanding ESL															
Self-Contained	1	1	1	0	1	0									4
Push-In	4	4	4	5	3	4									24
Total	5	5	5	5	4	4	0	0	0	0	0	0	0	0	28

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	232	Newcomers (ELLs receiving service 0-3 years)	199	Special Education	9
SIFE	7	ELLs receiving service 4-6 years	32	Long-Term (completed 6 years)	1

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									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	199	7	8	32	0	1	1	0	0		232
Total	199	7	8	32	0	1	1	0	0		232

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	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	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
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:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

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		1	1			2								4
Chinese	48	49	39	37	33	22								228
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0

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
Polish														0
Albanian														0
Other														0
TOTAL	48	50	40	37	33	24	0	232						

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. a. The organizational models at P. S. 124 are a combination pull-out and/or push-in model for grades K-5 and four self-contained heterogeneous ESL classes (one each in grades K, 1, 2 and 4), each taught by a certified ESL/bilingual teacher. Whenever possible, the ESL support teachers schedule preps to meet and plan with non-ESL teachers.

b. A heterogeneous program model is offered at P.S. 124.

2. Beginning and Intermediate level students in our program receive 360 minutes (8 periods) of ESL services while Advanced students receive 180 minutes (4 periods) of ESL services weekly. All of our ELLs in grades K-5 are serviced by four bilingual/ESL certified teachers through a push-in model as well as four bilingual/ESL certified teachers in self-contained ESL classes. Our push-in ESL teachers (particularly for our advanced ELLs) schedule weekly blocks of time during literacy and content based lessons to provide ELA instruction. All of our Beginner ELLs are pulled out for 1 extra period three days a week. In addition, these students are seen by the ESL teachers for ELA instruction during the Extended School Time for an additional 50 minutes, 3 times a week.

3. Our ESL teachers work collaboratively with the classroom and cluster teachers with a push-in model to provide support in reading, writing, mathematics and science. They gather appropriate leveled materials for ELLs based on their ability levels and provide vocabulary instruction so that instruction is accessible for them in the classroom setting. Books on tapes and Chinese-English dictionaries are also provided to support literacy skills. Visual aids and charts with pictures associated with the words or ideas are created and displayed in rooms to assist ELLs in the learning process. Strategy lessons for the TCRWP units of studies in reading and writing are developed during professional development periods and grade curriculum planning sessions with explicit adaptation of resources and activities/projects to engage ELLs who are at different levels (B, I, A). General education and cluster teachers arrange with ESL teachers the 4 (180 minutes) -8 (360 minutes) periods of instruction required for the ELLs based on when literacy instruction or content lessons (science or social studies) are scheduled on a weekly basis.

Some of the instructional approaches and methods used to make content comprehensible and enrich language development include: multi-level group work, reporting back, TPR techniques with beginners, use of information gap activities, hands on activities, use of visuals including

charts and realia, emphasis on shared reading, adaptations to the balanced literacy program as per Pauline Gibbons' suggestions in Learning to Learn in a Second Language and Scaffolding Language, Scaffolding Learning, use of mother tongue to facilitate beginning writing, etc. Grade planning/pacing calendars enable ESL teachers to address content topics and vocabulary. A wide variety of fiction and non-fiction books, magazines, DVDs and CDs are purchased and made available to classroom and ESL teachers based on the curriculum and unit of study they are learning about. Resources from internet links are other ways our ELLs are accessing information to engage them in the learning process. ESL teachers align projects with grade content focus and articulate with classroom teachers on a continual basis to ensure alignment with grade content.

4. a. For a SIFE student, the ESL teacher assesses him/her to determine instructional level and collaboratively works with the classroom teacher on accessing appropriate materials and modifying lessons to support instruction in the classroom. Extended School Day is provided to increase learning time.

b. For ELLs who are newcomers or are required to take the ELA test after one year, besides the push-in and pull-out instruction delivered by the ESL teachers, they are included in the Extended School Time (50 minutes) 3 days/week as well as Extended School Day (75 minutes, 1X/week for 10 weeks).

c. For ELLs receiving service 4-6 years, ESL teachers push in and work collaboratively with classroom teachers to provide appropriate leveled materials and instructional support in the classroom. Extended School Day is provided to prepare them for standardized assessments.

d. For Long-Term ELLs (one child), we provide at risk intervention with an ESL teacher during the school day (4X/week, 30 minute sessions) as well as provide Extended School Time and Extended School Day. We might also refer the student for special education evaluation (category X) if we determine there is lack of progress that is not due to language.

e. For ELLs identified as having special needs (Alternate Placement), there is a paraprofessional who speaks the native language and assists the classroom teacher with instructions for the student. In addition, many of our related service providers are bilingual and are able to provide instruction in both English and Chinese.

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

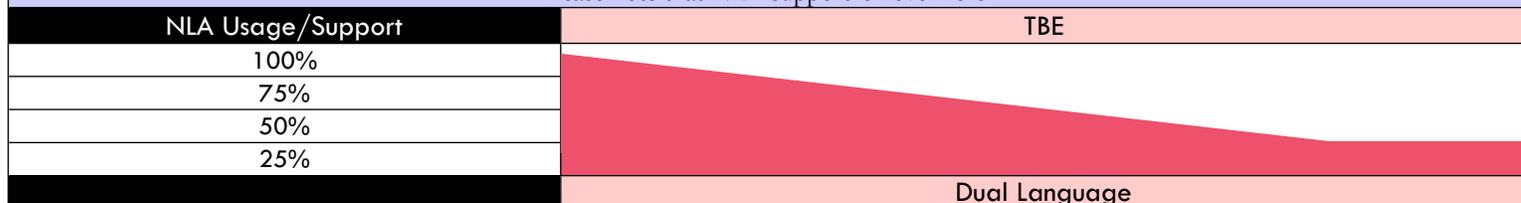
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

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



100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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?

5. Targeted intervention programs for all levels of ELLs (Beginners, Intermediates & Advanced) in ELA and the content areas include:
- Imagine Learning – a software program that provides practice in phonemic awareness, fluency, comprehension, oral language skills, vocabulary building, synthesizing and analysis of both fiction and non-fiction texts;
 - Foundations;
 - Words Their Way;
 - Fountas & Pinnell's Leveled Literacy Intervention System K-2
 - Into English program – books & cassette tapes for take-home practice; and
 - Small group instruction

For ELLs who need support in mathematics, small group instruction and Extended School time is provided. Games & activities from the Investigations in Data, Number & Space units are reviewed to help children learn math facts as well as to practice problem solving skills.

6. Transitional support (2 years) for ELLs who have attained proficiency in the NYSESLAT include Extended School Time and/or Extended School Day sessions. The ESL teachers support classroom teachers by offering additional leveled and accessible resources based on the students' abilities and skills. Small group instruction with additional support personnel (i.e., student teachers, America Reads volunteers, Learning Leader volunteers) is also a way our school provides instructional assistance to ELLs in transition. Kaplan Test Companion and Buckle Down test preparation materials are used by students. Test accommodations when ELLs are administered standardized tests include: time and a half, Word for Word dictionary resources (for content areas such as science, math), oral translations if students are unable to read Simplified or Traditional Chinese.

7. In the upcoming year, we will continue to use the above mentioned programs and resources to help our students learn. P.S 124 recognizes the need to support the learning of content and academic language. In addition to continually seek grant funding for our ELLs, we will acquire books and materials suitable for differentiated instruction that will improve and enrich their language skills.

8. We do not plan to discontinue programs or services unless there are serious budgetary cutbacks.

9. ELLs participate in all classroom activities and cluster programs (i.e., PE, science, music, art, technology). They attend all special performances and trips planned by the school and/or teacher. All students, including ELLs, are in the pool to apply for after-school clubs. With Title III funding, only ELLs are invited to participate in Extended School Day programs designed to provide them with enriching instruction that could include field trips and hands-on projects.

10. Instructional materials include:

- Imagine Learning – software program
- Into English (Hampton Brown)
- Voyager Passport
- Bilingual fiction/non-fiction books & books on tapes/CDs in Chinese and Spanish
- Bilingual dictionaries
- Visual aids such as posters and charts
- Magazines (National Geographics for Kids, Sports Illustrated for Kids, Time for Kids)

11. Native language support is with translations provided by the Chinese speaking ESL support personnel, either when they push-in to work with Beginner ELLs in the classroom or when they work with them in small groups outside of the classroom.

12. Required related services (i.e., speech, guidance counselor, occupational therapy) are provided and correspond to ELLs ages and grade levels. Resources are acquired that match the ELLs ability levels and learning needs.

13. To assist newly enrolled ELL students, a packet has been prepared to give to the family with information about the school and general expectations, suggestions of social services available to help new immigrants, and local places and resources that could help the students to adjust to their new neighborhood. Some customs and phrases are provided to help them acclimate to their new home and environment.

14. Our school does not offer language electives, mainly English instruction.

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)?

Paste response to questions 1-5 here

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. Teachers of ELLs have common planning time and also meet with the classroom teachers during their common grade planning time to discuss curriculum planning, concerns and the progress of individual ELL students. An ESL Handbook developed by the ESL team was distributed to all teachers along with a 1.5 hr. orientation on the contents and how to implement strategies. A book study group (Scaffolding Language, Scaffolding Learners) led by an ESL teacher for ELL staff and non-ELL staff engages them in learning about effective strategies to support ELLs. Teachers of ELLs attend workshops offered by the CFN ELL instructional support team (Maryann Cucchiara/Dr. Lily Wong Filmore). In addition, ESL teachers participate in monthly ESL Team meetings after school to plan curriculum and lessons with general classroom teachers as well as to share resources and best instructional practices.

2. The bilingual school guidance counselor works with 5th grade classroom teachers, ELLs and their parents to determine which school and program would be the best educational setting for them based on their learning and language needs. Our Project Omnibus counselor assists teachers by providing workshops on issues that they might encounter in middle school such as bullying/dealing with conflict, drugs/smoking, self esteem, and dealing with peer pressure.

3. The minimum 7.5 hours of ELL training are accrued by each teacher through activities such as:

- Curriculum planning during common grade meetings;
- Book study groups;
- Faculty meetings;
- Monthly ESL team meetings;
- Attendance at workshops (AUSSIE, TCRWP, CFN ESL meetings).

Signed attendance sheets (with agenda listing ELL topic addressed) to document participation in ELL training will be kept for verification purposes.

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. Parents, including parents of ELLs, are actively engaged in many of our school events such as the following:

- September orientation meeting with classroom teacher & administrators;
- Parent-teacher conferences held in November & March;
- PTA meetings;
- 5th grade middle school application process;
- Informational meeting on NYS tests;
- ARIS parent workshop;
- Workshops on literacy, homework help, math games;
- Workshop in art with Studio in a School teaching artist;
- Workshops on social/health issues (bullying, dealing with conflict, ADHD, CPR & First Aid training);
- Maintaining a parent newsletter on the school website;
- Cool Culture Pass (PK & Kgn. Parents) for access to cultural institutions;
- Volunteering for PTA fundraising events; and
- Attending school performances (Winter concert, Chinese New Year celebration, Spring concert).

2. School partnerships that provide workshops and/or services for parents of ELLs include:

- Studio in a School
- New York Chinese Cultural Center
- Charles B. Wang Community Health Clinic
- Hamilton Madison House
- Gouverneur Hospital
- Asian Bicultural Center
- University Settlement
- Educational Alliance
- Mobile Crisis Unit
- Bellevue Hospital
- NYU Child Study Center

- Inner Resilience
- Chinese American Planning Council
- Immigration Social Services

3. The PTA distributes and collects a Parent Survey in March as part of the SLT process that provides parent feedback on programs they feel are important for their children, concerns they have in general about the school and suggestions for possible improvements or changes for the school to consider. Monthly SLT meetings and bi-monthly PTA meetings provide forums for parents to bring their issues to the attention of school administration.

4. The parental activities are diverse, addressing academic, social, emotional and health issues based on the parents' interests and concerns. They are informative (i.e., MS application process, parent orientation meetings, parent teacher conferences, testing) and actively engaging (family math night, Studio in a school art workshop).

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)	20	11	7	3	6	7								54
Intermediate(I)		21	4	8	4	4								41
Advanced (A)	28	18	29	26	23	13								137
Total	48	50	40	37	33	24	0	0	0	0	0	0	0	232

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	1	3	2	1	1	4							
	I	1	16	3	1	4	0							
	A	0	15	28	12	13	8							
	P	0	12	3	21	11	9							
READING/ WRITING	B	2	6	4	2	2	4							
	I	0	15	4	8	3	4							
	A	0	14	8	25	21	13							
	P	0	5	20	1	1	0							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	16	12	4	35
4	3	10	16	1	30
5	3	7	6	4	20
6					0
7					0

NYS ELA							
Grade	Level 1		Level 2		Level 3	Level 4	Total
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	2	0	2	3	13	4	13	1	38
4	0	0	2	1	13	3	10	6	35
5	1	0	2	2	10	2	2	2	21
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	0	1	1	14	3	13	3	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	0	0	0	0	9	5	6	1	21
8									0
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				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	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. Our school uses TCRWP to assess the early literacy skills of our ELLs. Other assessments we supplement include Fountas & Pinnell and DRA) for certain students. The data informs us of which students need extra instructional support in areas such as phonemic awareness

struggle with. They share with them the results of the NYSESLAT and provide instructional materials and strategies which could be integrated into the curriculum to help them improve and build the necessary skills to attain proficiency in those modalities.

4. a. Based on the results in the NYS ELA, beginner ELLs (particularly those who are taking the test for the first time) usually score a Level 1 or low Level 2. This is pretty much expected and we provide extended school day services to them to familiarize them with the test and to give them practice. In the NYS Math, most of our ELLs do attain proficiency in that assessment, attaining a high Level 2 or better. ELLs taking the English or native language version of the assessment do equally well. In the NYS Science test, most 4th grade ELLs achieved Level 2 or higher, given either the English or Chinese version of the assessment.

b. Our school did not opt to administer the ELL Periodic Assessment.

c. N/A

5. N/A

6. We evaluate the success of our programs for ELLs by assessing their classroom work and participation in completing assignments and projects. The results of standardized assessments such as NYSESLAT, NYS ELA, Math and Science reflect how well they are learning as well as provides us with an analysis of areas they need extra support in to attain proficiency. The progress they make in various academic areas as determined by formal assessments (i.e., TCRWP assessment, NYSESLAT) as well as informally (i.e., oral presentations, writing assignments) also indicate the impact our programs for ELLs is making in their learning and social growth.

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)
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	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

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:	\$372,497	\$544,981	\$917,478
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3,725	\$5,450	\$9,175
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$18,625	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$37,250	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
100%

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.

* 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.

Yung Wing Elementary P.S. 124 School Parental Involvement Policy
Annual Review – Jan. 12, 2010 @ PTA Meeting

P.S. 124 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. 124 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, SLT 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 school newsletter, website and numerous handouts on a weekly basis.

2. P.S. 124 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.

3. P.S. 124 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 Night seminars to inform parents of the instruction their children are getting in the classrooms, coordinate and attend class publishing parties, provide more library access before and after school for parents and students to use. Parents will be able to use school computers in the school library or computer labs during the first period based on availability and scheduled dates with librarian and/or technology teacher(s).

1. P.S. 124 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 Studio-In-A-School, Homework Help, Positive Discipline with Your Child, Understanding the NYS Tests, Resources for Parents (i.e., museums, libraries, cultural institutions), Cool Culture.

2. P.S. 124 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. 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 SLT 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.

3. P.S. 124 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, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, 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.

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 periodically visit www.ps124.org for updated school news.

During the bi-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.

2010-2011 Yung Wing Elementary P.S. 124 School-Parent Compact

P.S. 124, 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. 124 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 January 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 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.
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.
4. 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 Section IV: Needs Assessment, Pages 10 – 12.

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:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - 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.
 - Are consistent with and are designed to implement State and local improvement, if any.

School-wide reform strategies at P.S. 124 include the following:

- Implementation of Balanced Literacy components (Whole group lessons, mini-lessons, guided reading, shared reading, independent reading, word study) with support from Literacy Coach and AUSSIE consultant (G. Chiu)
- Co-Integrated Teaching (Goldmansour consultant – R. Zindler)
- Foundations (Kgn. – Grade 2) - phonemic awareness, oral language development
- Words Their Way (Grades 2-5) – encoding & decoding to differentiate instruction based on student data collected
- Reading & writing process (Teachers College Reading & Writing Units of Study)
- Inquiry work focusing on individualized writing strategies to improve writing performance (across grades K-5)
- Hands-on, investigations in math instruction (*Investigations in Data, Number and Space*)
- Hands-on Science investigations with FOSS and STC science kits
- *Imagine Learning* (software program) – to support listening, reading, and oral language skills for ELLs
- Small group instruction with additional support personnel (*America Reads volunteers, Learning Leaders, student teachers & interns from higher learning institutions*)

- After-school tutorial programs for ELA and math instruction
- Enrichment clubs, homework help provided by volunteers from *New York Cares* organization

3. Instruction by highly qualified staff.

Administrators hire teachers with input from staff (if potential candidates were student teachers). Interviews and demonstration lessons by prospective candidates ensure that teachers with sound educational philosophy and pedagogical expertise will be hired. Those teachers already on staff will engage in on-going professional development in literacy, math, science, social studies and ESL. Additionally, teachers will continue working with a literacy coach in their classrooms; observe model lessons; collaborate with each other and the literacy and math coaches in refining the Curriculum Frameworks and Pacing Calendar on each grade and aligning them with Common Core State Standards; attend workshops; participate in study groups and/or book clubs; and seek advanced degrees in education.

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.

We will continue to provide quality professional development through grade-wide planning days; revising and refining our curriculum pacing calendar which is aligned with NYC and NYS standards; lesson studies in mathematics; attending workshops at Teachers College (for reading and writing and math Common Core Standards); inter-/intra school visits (Goldmansour – CTT); attending science workshops offered by local institutions; participating in workshops offered by our “arts” collaborators (Studio In A School, National Dance Institute, Children’s Museum of the Arts, Museum of Chinese in America); discussing strategies and curriculum planning in study groups; and working with consultants from institutions of higher learning (i.e., Hunter College, NYU, Fordham University).

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

P.S. 124 has developed relationships with Fordham University, NYU, Pace University, Teachers College and Hunter College which have sent us a number of student teachers. We include student teachers in all educational activities and staff development where possible with the goal of recruiting highly qualified teachers who have training and philosophy aligned with ours. We also invite members of the educational community to celebrations and our Literacy/Science Fair to attract talented teachers to apply to our school. Because we are a school which has developed a reputation of excellence, our most effective strategy is to continue to do the work that has enabled us to be classified as one of the 209 high achieving schools in the city.

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

After initial surveys to see what parents are interested in learning about with regards to the school offerings, workshops are planned to inform and involve parents (i.e., Balanced Literacy, Family Math Night, Understanding the NYS ELA and Math Test, Positive Discipline for

Children, Homework Help, ADHD, Asthma and other Children Health Issues). Learning Leaders and Studio In a School offer parent workshops on reading with children and art appreciation. When funding is available, we open up the technology lab to teach parents how to use computers and sites to access that will help their children (i.e., ARIS). We also try to provide parents with access to our school library facility before school to borrow materials for their children or themselves. During Open School Week in November and March when parents meet with teachers, we invite the librarian from the local library to help parents fill out applications for their children to obtain a library card. We also have local health and insurance agencies to provide parents with information for their children and themselves.

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.

Our Superstart Pre-K is supported in making the transition to kindergarten through parent workshops, inclusion in special school programs (Literacy Fair, book fair, Field Day, etc.) summer testing of ELLs, early organization of kindergarten classes to ensure a smooth transition and orientation meetings with teachers in September. Students starting kindergarten are phased in during the first couple days in September to acclimate them to the full day schedule and to begin socialization skills with their peers.

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.

In the beginning of the school year, professional development workshops are provided for all staff focusing on various assessments and how to effectively use them in the classroom. These workshops are facilitated by our school's academic intervention team to ensure classroom teachers' understanding of assessment tools. Throughout the school year, literacy and math coaches inform and instruct staff on current methods of assessments such as Teachers College running records, TC Assessment Pro, *Investigations in Data, Number and Space* benchmark assessments. Additionally, during the grade level planning day, teachers collaborate on various forms of on-going assessment through student observation, conferring and writing portfolios for literacy. In the area of math, the end-of unit investigation assessments are used to measure the achievement of individual students. Assessments are on-going throughout the year.

Inter- and intra-grade planning meetings are held to discuss curriculum, intervention strategies and to analyze student work and assessments. Types of assessments used by teachers include: running records with comprehension questions, EPAL, writing portfolios, interim ELA and Math assessments, NYSESLAT, LAB-R, TERC unit investigation assessments, TC assessments, QRT assessments, Lexia, QRI, NYS ELA, Math and Science assessments.

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.

At the beginning of the school year, teachers assess their students informally in literacy and mathematics skills. Students who appear to have academic difficulties are identified and seen by an academic intervention teacher for further testing to determine specific areas of weakness in order to develop the educational plan of action. After administration of tools such as Wilson, QRI, Lexia, Foundations, etc., the AIT meets to group students for targeted instruction in Phonics, Fluency, Comprehension, Vocabulary, etc. during the school day. Grade 3 – 5 teachers work with small groups in extended day programs to prepare students for the NYS ELA and Math tests beginning in February. English Language Learners (ELLs) also receive extended day instruction through funding from Title III LEP and Title III Immigrant Program to help them improve their reading and writing skills as well as prepare them for the standardized tests they are expected to take. After school clubs with a literacy component and incorporating ESL strategies are developed for our K- 2 students.

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.

P.S. 124 will consolidate TL Fair Student Funding, TL Children First Funding, Title I, and Title III monies in the School-wide Program to provide personnel, materials and supplies for the ESL support program, Guidance program, Reading Recovery program and family worker outreach program. Students will participate in all programs to meet their academic, physical and social needs.

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.

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	✓			\$312,897	✓	12-20, 23, 36-39
Title I, Part A (ARRA)	Federal	✓			\$539,531	✓	12-20, 23, 36-39
Title II, Part A	Federal	✓			\$102,767	✓	12-20, 23, 36-39
Title III, Part A	Federal	✓			\$40,620	✓	12-16, 24-27
Title IV	Federal	✓			\$53,801	✓	13, 23
IDEA	Federal	✓			\$255,671	✓	12-14, 17-18
Tax Levy	Local	✓			\$3,780,387	✓	12-20, 24-28

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

¹ **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.

² **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:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **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.

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

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

Coordinate and integrate Federal, State and local services and programs.