



**PS 130 MANHATTAN
HERNANDO DESOTO SCHOOL**

**2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

**SCHOOL: 02M130
ADDRESS: 143 BAXTER STREET, NEW YORK, NY 10013
TELEPHONE: 212-226-8072
FAX: 212-431-5524**

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 02M130 **SCHOOL NAME:** PS 130 MANHATTAN

SCHOOL ADDRESS: 143 BAXTER STREET, NEW YORK, NY 10013

SCHOOL TELEPHONE: 212-226-8072 **FAX:** 212-431-5524

SCHOOL CONTACT PERSON: LILY WOO **EMAIL ADDRESS:** LWOO@SCHOO
LS. NYC.GOV

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: WINNIE FUNG

PRINCIPAL: LILY DIN WOO

UFT CHAPTER LEADER: RENA EVE LIAD

PARENTS' ASSOCIATION PRESIDENT: ERIN MA

STUDENT REPRESENTATIVE:
(Required for high schools) NA

DISTRICT AND NETWORK INFORMATION

DISTRICT: 2 **CHILDREN FIRST NETWORK (CFN):** 103

NETWORK LEADER: YUET CHU

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
LILY DIN WOO	*Principal or Designee	
RENA EVE LIAD	*UFT Chapter Chairperson or Designee	
ERIN MA	*PA/PTA President or Designated Co-President	
WINNIE FUNG	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
NA	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
NA	CBO Representative, if applicable	
JOHN LO	Member/PARENT	
LESLIE NG	Member/PARENT	
MIRIAM CHAN	Member/PARENT (co-president)	
HOWARD EPSTEIN	Member/ASS'T PRINCIPAL	
LESLIE ECKENTHAL	Member/STAFF	
KENNETH MENDEZ	Member/STAFF	
	Member/	

(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.

P. S. 130 Manhattan, located in Manhattan's Chinatown/Little Italy, is a community of learners dedicated to providing each child a rigorous but well-balanced education. While most of our children come from limited English proficient homes, we expect that all children, regardless of background or ability, to strive towards meeting high standards and academic excellence. The school strives to help children to become independent thinkers and to take the responsibility for their own learning. At PS 130, we celebrate their efforts and successes and we emphasize the basic virtues of respect, compassion, perseverance, honesty, and commitment to character building.

In order for children to succeed, they need an environment that encourages them to take risks in their learning. We believe in providing a rigorous standard-based integrated program in a nurturing environment—one that tries to address all of the children's academic needs and mandates, yet allows children to think freely and critically, to ask questions about their learning, and to appreciate and support the work of those around them.

We have a strong believe that the arts (visual arts, music, dance and theater) play a very important role in the lives of our children. Not only do they help children develop the social skills, communication skills, self-confidence and poise that are so necessary to be successful in life. What has been especially rewarding is that we have found that the arts have had the greatest impact on our neediest students by helping them to grow as learners who enjoy coming to school. This has resulted in raising our academic achievements. We offer not only a full-time art teacher, a full-time music teacher and various school-sponsored after school performance arts programs, but we also offer a full continuum of the arts through partnerships with arts organizations all students from Pre-K through Grade 5, regardless of ability or placement. These organizations include, among others, the Children's Museum of the Arts, Midori and Friends, City Lights Youth Theater, the Third Street Music School, National Dance Institute, Young People's Chorus, Rosie O'Donnell's Broadway Kids, and the American Ballroom Dance and Theater. The school has a full-time arts coordinator to schedule and coordinator all of these activities.

Technology has also been a strong focus for our school. Our classrooms are fully wireless Internet ready and classes are using the mobile labs for their research and projects. We now have 38 interactive SMART boards to our classrooms and are in the process of adding laptop carts in every 4th and 5th grade classroom. Computer instruction is offered to all of the children from Pre-K through Grade 5 by our technology teacher and through the classroom teachers.

As a school community, we also recognize the fact that families and community play very important roles in the educational foundation of the children. As such, we promote relationships and activities that encourage active involvement by parents, extended families, and community and business organizations. By working together, we can create even more opportunities for children to learn.

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:	PS 130 Hernando DeSoto				
District:	2	DBN #:	02M130	School BEDS Code:	310200010130

DEMOGRAPHICS									
Grades Served in 2009-10:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" 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	34	35	28		97.7	97.7	98.2		
Kindergarten	151	161	143						
Grade 1	183	158	168	Student Stability: % of Enrollment					
Grade 2	182	190	161	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	158	180	190		97.0	98.0	TBD		
Grade 4	186	160	176						
Grade 5	177	190	160	Poverty Rate: % of Enrollment					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		65.7	65.7	82.0		
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		2	34	1		
Grade 12	0	0	0						
Ungraded	3	0	3	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	1074	1074	1029		29	25	17		
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	16	20	13	Principal Suspensions	0	0	0		
No. in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	0	0	0		
Number all others	63	59	72						
<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	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	4	7	13	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0
# receiving ESL services only	238	248	209	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	11	1	39	(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	64	62	TBD
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	16	18	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	12	12	10
	0	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	93.8	95.2	TBD
American Indian or Alaska Native	0.0	0.0	0.0	Percent more than two years teaching in this school	75.0	83.9	TBD
Black or African American	1.7	2.1	1.9	Percent more than five years teaching anywhere	67.2	67.7	TBD
Hispanic or Latino	4.9	4.5	4.5				
Asian or Native Hawaiian/Other Pacific Isl.	90.0	89.5	89.0	Percent Masters Degree or higher	81.0	85.0	TBD
White	3.4	3.6	3.4	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100	100	TBD
Multi-racial	--	--	1.2				
Male			53.5				
Female			46.5				

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	5	5	1				

Key: AYP Status

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	NR
Overall Score	88.3	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	13.1	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	15.6	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	51.6	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	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?
-

We have conducted a comprehensive review of our school's educational program as well as all of the most current quantitative and qualitative data regarding student performance and progress. Below are our findings:

- **The school's 2009-10 audited register of 1029 is comprised of the following: 89.0 Asian (Chinese), 4.5% Hispanic, 3.4% White, 1.9% Black, and 1.2% Other. While only 1.7% are recent arrivals from another country, the great majority (approximately 75%) enters school speaking little or no English.** This is due to the fact that most are raised by non-English speaking caregivers or relatives while parents work. **Many are sent back to China where they reside until they reach school age.** In addition, about half of our entering kindergarten children have had no pre-school experience. The children's parents are unable to help them with English because they, too, are limited English proficient.
- **65.7% of our students are eligible for free lunch; an additional 15.4% are eligible for reduced fee lunch, bringing our total low income population to a little over 82%.** Many parents are restaurant workers, cleaners, home attendants, etc. with very long hours and many have jobs where they are transported by their employers to faraway locations in New Jersey, Connecticut and Long Island. Many travel to and from work via vans that are provided by the restaurants. Others, because of the distance, live at the worksite and return home only on their days off. Almost all families have both parents working. **As a result, over 85% our children attend after school programs until at least 6:00 PM.**
- One of our major areas of concern is the English language acquisition needs of our students. **Parents acknowledge the importance of learning English and overwhelmingly support an ESL approach rather than a bilingual approach to instruction; although bilingual placements were available and were offered, almost 100% of the parents opted for an ESL-only program in lieu of a bilingual program.**
- **Approximately a quarter of our staff is dually city-licensed or state-certified (both as a Common Branch teacher and as an ESL or Chinese bilingual teacher). This has enabled us to organize and offer classes as self-contained ESL where the children can receive their mandated ESL services within the structure of their own classrooms through their own classroom teachers.** In fact, they are receiving more ESL through their

day-to-day content area and literacy instruction. The teachers are able to plan and teach in a way that provides children with continuity of instruction without the disruption of pull out programs.

- **As a result of our current delivery of services to English Language Learners (ELLs) on the lower grades, many do not remain as ELLs for long (on the 2010 NYSESLAT, for K-1, we had a 66% proficiency rating on the listening and speaking sections and a 72% proficiency rating for reading and writing sections).** For those who remain as ELLs on the lower grades, additional ESL services are provided by appropriately licensed/certified teachers through push-in services that are planned and coordinated with the classroom teachers. Because children spend much less time out of the classroom, the likelihood of “feeling lost” in class was greatly reduced. While the achievement varies from year to year (depending on the complexity of the test and the amount of time ELLs have been in this country, the school has performed better than similar schools as well better than the average city school.
- **A related major area of focus is literacy instruction.** As an exempt school, we have had the option of choosing our own reading program. We have opted to continue to implement the Balanced Literacy Program as it was designed in District 2 with the support of an AUSSIE consultant. Everyone in the school - administrators, classroom teachers, cluster teachers, special service teachers (ESL, Speech, Special Education, etc.) and paraprofessionals - is either trained or in the process of being trained in the Balanced Literacy Program. This program is an intensive assessment driven program that was well-practiced throughout District.
- Our implementation of the program over the past 13 years has enabled us to maintain a steady upward movement in our ELA scores from 38% in 1990 to our standing in the top 2% of all elementary schools in New York City:

	COMBINED ELA SCORES OF GRADES 3, 4, AND 5 FOR 2010	
	LEVELS 2, 3, & 4	LEVELS 3 & 4
General Ed Only	98%	79%
Special Ed Only	83%	36%
All Students	96%	74%

	GRADE 4 ENGLISH LANGUAGE ARTS	
	2010	
	Levels 2, 3, & 4	Levels 3 & 4
General Education Only	99%	90%
Special Education Only	83%	61%
All Students	98%	87%

- Although we are exempt from the citywide math curriculum, we use Everyday Math as our framework and supplement with other materials as necessary. A review of our State math scores show that this strategy works and that the school shows a steady improvement as a result, the most current scores indicated as follows:

	COMBINED MATH SCORES OF GRADES 3, 4, AND 5 FOR 2010	
	LEVELS 2, 3 & 4	LEVELS 3 & 4
General Ed Only	99%	94%
Special Ed Only	92%	60%
All Students	98%	90%

	GRADE 4 STATE MATH	
	2010	
	Levels 2, 3 & 4	Levels 3 & 4
General Education Only	99%	98%
Special Education Only	92%	78%
All Students	99%	96%

- Although historically our science scores were good, we had chosen not to apply for a waiver for the science curriculum. The decision was based on wanting the school to be prepared for the anticipated citywide science testing on grades 3 and 5 which has not yet happened. **Our 2010 state science assessment scores indicate that our science curriculum is showing good results; with 170 students taking the test, we received a pass rate of 98% on Levels 3 & 4 and 99% on Levels 2, 3, & 4.**
- We have a waiver for the citywide social studies curriculum. Our test scores over the years have been excellent, with **2010's score of 100% of our 150 students scoring on Levels 3 and 4.**
- Significant aids:
 - Professional learning has played an important role in the development of a consistent school philosophy and common successful teaching practice in ELA and the content areas.** Students' needs are met more readily when all instructional staff members have the same understandings and an array of teaching strategies and supports. Teacher buy-in and their willingness to learn have been significant in making this successful.
 - Significant and sufficient resources are allocated to ensure the implementation of initiatives** (sub days, per session for training and intervention programs, materials and supplies, etc.) although it will be more of a struggle this year due to the budget cuts.

- **Parent involvement has been strong.** The Parents Association has been very supportive of the initiatives at the school by seeking additional funding and resources to support our current programs. They have also been assisting in the ongoing outreach to parents (through translation, workshops and meetings) to help them understand the policies and programs at the school so that more parents can become more active partners in their children’s education.
- **A strong working relationship with various outside organizations which result in the school’s ability to offer an array of enrichment programs, during the school day and after school.** Children enjoy coming to school and, as a result, our school’s attendance has been one of the highest in the city (about 98%) every year.

◆ Barriers:

- **While we are very happy that we have been able to reduce the number of children who remain at-risk each year, we are not happy that the resources that enabled us to achieve this accomplishment have been either drastically reduced or eliminated.** There is a realization that funding is limited, especially in light of the recent fiscal crisis, but our students need continuous school support in order to maintain their achievements; many of their parents and caregivers do not have the capacity in the English language or educational background to support their continued growth.
- Our school’s high academic performance has been, in part, a direct result of the many enrichment programs and activities that we offer our students; each program and activity has been designed to target an important skill that children need to develop that directly impacts their academic performance. These programs offer exposure to many things that our children would not otherwise have. **With the increase time spent on mandatory assessments, time management has become a growing concern for our instructional staff.** Balancing what needs to be done with what is right for children requires careful planning and budget. As a result, differentiation continues to be a major focus.
- **The needs of some of the children have dramatically changed in recent years** and are not like what the school has been used to. We have more and more children who are born in the US but who have been sent back overseas to China to be taken care of by relatives until they are school age. **These children come to us lacking not only English language skills but often a close relationship with their parents as well.** Parents, as a result, are frustrated because they feel the children do not listen to or respect them. Professional development and additional resources need to be put into place to help these families.
- In order to continue moving forward with our goal of using technology as an instructional tool, we need to continue building the capacity and knowledge of our teachers in that area. We have made tremendous strides in 2009-10 and we are working on continuing this progress throughout this school year.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a

good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

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

Goal #1: To improve students’ achievement in English Language Arts.

- ◆ By June, 2011, the percentage of students in the lowest third of the school at the 75th percentile growth or better will meet or exceed the 2009 results in ELA of 82%.

Goal #2: To improve the English proficiency of the ELL students in the school.

- ◆ By June, 2011, at least 50% of all ELL students taking the NYSESLAT will move up one proficiency rating (beginner to intermediate, intermediate to advanced, or advanced to proficient) on at least one of the two combined sections (reading/writing and/or listening/speaking).

Goal # 3: To further increase the use of technology as both an instructional and a learning tool.

- ◆ 100% of the teachers will have improved their understanding and knowledge of how to use technology as an instructional and communication tool through a variety of equipment and resources (interactive SMARTBOARDS, document cameras, etc.).
- ◆ 100% of 4th and 5th Grade Teachers will use technology to enhance ELA and math instruction through the use of the Time to Know iZone Pilot Program.
- ◆ 100% of the teachers will maintain the use of email as a means of communication with colleagues, students and supervisors. In addition, there will be an increased use of the school-wide Google calendar to share important dates, meetings and events with staff and students.

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): English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve students’ achievement in English Language Arts.</p> <ul style="list-style-type: none"> ◆ By June, 2011, the percentage of students in the lowest third of the school at the 75th percentile growth or better will meet or exceed the 2009 results in ELA of 82%.
<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"> ◆ Administrative staff, staff developer and teacher mentor team will meet to in September to set the framework for this year’s work and study group focus as well as the possible models of support for the students. Funding for professional development and study group/inquiry work is through Title I and ARRA funds. ◆ Staff developer and supervisors will begin orientation meetings with grades on the purpose of child study, the selection of children to be studied and the procedures to be followed. Grouping of teachers for study teams will be no more than 4-6 in a group. Based on last year’s success, continued inclusion this year will be service providers and out-of-classroom/AIS teachers with classroom teachers. Staff developer and selected lead teachers will guide the discussions. Supervisors of the respective grades will be in attendance. The Inquiry Team will be analyzing the data from this study. ◆ Supervisors and/or staff developer will hold half-day grade meetings approximately every three months to discuss each teacher’s documentation on their case study child. Team meetings will be held periodically in between as well as team observations of each other’s students during classroom lessons or other settings. Substitute coverage will be provided for staff as needed through Title I funding for professional development (inter-visitations, planning meetings, feedback sessions, etc.). Sharing of note-taking artifacts and summarizing successful strategies with samples children’s work and other evidence of success (pictures of class celebrations, parent feedback, etc.) at each of the meetings. It will be expected that the teachers will implement the suggested strategies in their classrooms with children and/or groups with similar needs.

- ◆ Teachers will be required to submit learning goals for each of their children and to report quarterly (October/January/March/May) on their students' progress. Principal, supervisors of the grades and staff developer will monitor progress and have meetings and discussions with individual teachers/grades and additional professional development will be provided as needed.
- ◆ Administration, staff developer, and team of lead teachers will summarize findings and planning of next steps.
- ◆ At risk students will receive support from AIS and/or early intervention reading teachers in small groups during the school day through either a push-in or pull-out model. Funding is primarily through Title I and ARRA funds.
- ◆ Students identified as at risk of not meeting standards will attend the "Muffin Club" tutoring (UFT time) before school each morning when they will receive small group instruction with no more than 4-6 children in a group. Groups will be assessed every 6-8 weeks and participation will be adjusted accordingly based on classroom performance and assessments.
- ◆ One-to-one reading intervention will be given to the most at-risk students through AIS/ESL teachers and America Reads volunteers. Periodic assessments will be made and students will be added or discontinued based on progress in the programs and in the classrooms. Funding for the intervention is primarily through Title I and ARRA funds.
- ◆ One-to-one buddy reading opportunities with corporate volunteers from the Power Lunch Program during their lunch periods once a week. Students will be selected based on need. Program involves no cost to the school.
- ◆ Students identified as at risk (level 1 & 2) will attend an extended school day program that will focus on reading and writing strategies every Tuesday and Thursday from 3:10 pm to 4:40 pm from January 2010 through April, 2010. Funding for this program will be through Title I funds.
- ◆ All 4th grade students will attend a one-day Saturday Institute for test prep on the Saturday before the 2010 ELA exams. Funding will be through Title I funds.
- ◆ To provide motivation and reinforcement, students will participate in a variety of arts/performance partnerships that help students practice their literacy skills through other hands-on venues. Funding is primarily through tax levy funds and private Parent grants and donations.

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule

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.

- ◆ Direct instruction (group and whole class) - all teachers' support staff's salaries – Fair Student Funding
- ◆ Per session costs for Extended School Day program – Title I
- ◆ “Muffin Club” early morning tutorial program – (no extra cost – part of the teachers' regular work day of UFT time/Fair Student Funding).
- ◆ Books and materials for Extended School Day and academic support programs - NYSTL
- ◆ AIS & ESL pull-out/push-in programs – Title I and Fair Student Funding
- ◆ Arts & enrichment partnerships, residencies and programs –Fair Student Funding & Grants
- ◆ 60 days for A.U.S.S.I.E. Staff Developer Kaye Lawson – Title I (10% Professional Development/5% Highly Qualified funds)
- ◆ child study, professional development meetings and inter-visitations –Title I

Indicators of Interim Progress and/or Accomplishment

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

- ◆ Increased student participation in the classroom (daily monitoring of children's participation – teacher notes).
- ◆ Positive parent feedback at individual parent meetings and interactions.
- ◆ Consistent improvement/progress in student achievement as indicated by classroom running records, progress reports, work samples, writer's notebook, teacher assessments, etc. Quarterly reports will be submitted to the principal/assistant principals for review. Teachers will set new goals for the next 10-12 weeks after each review.
- ◆ Improved standardized raw score test results (individual growth from the previous year's test scores) as indicated by the ATS student gains report.

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): English as a Second Language

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve the English proficiency of the ELL students in the school.</p> <ul style="list-style-type: none"> ◆ By June, 2011, at least 50% of all ELL students taking the NYSESLAT will move up one proficiency rating (beginner to intermediate, intermediate to advanced, or advanced to proficient) on at least one of the two combined sections (reading/writing and/or listening/speaking).
<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"> ◆ ELL students will attend the morning “Muffin Club” tutorial program (UFT time) with teachers who are familiar with ESL strategies. ◆ 3rd, 4th and 5th grade ELL students will attend an extended school day program focused on ESL strategies taught by ESL teachers and specialists every Tuesday and Thursday from 3:10 pm to 4:40 pm from January, 2011 through April, 2011. (Title III funding). ◆ ELL students will participate in class presentations and performance arts programs that will help develop their language skills and confidence in using the English language. (Tax levy funds and Parent Association grants and donations.) ◆ ELL students will participate in the Power Lunch program where students are paired with corporate volunteers to read once a week during their lunch period. (No cost to the school). ◆ ESL specialists will work with students in small groups for ESL instruction. Children will be assigned to classes where teachers are dually certified (ESL and Common Branches) whenever possible to reduce the need for pull-out services and to provide all-day ESL support. (Title I and tax levy funds) ◆ America Reads tutors and other volunteers will work with children on an individual and small group basis within the classroom with teachers to provide more individualized attention. (no cost to school)

	<ul style="list-style-type: none"> ◆ Trips are planned for the second half of the year for ELLs and their parents so that they can experience first-hand many of the things they read about (city landmarks, museums, plays, etc.). Follow up activities include writing responses and journal entries. (Title III funding) ◆ The addition of more computer technology in the ELL classrooms to provide training on and access to the Internet so that ELL students can have equal access to information. (Tax levy funds)
<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"> ◆ “Muffin Club” early morning tutorial – (part of the teachers’ regular contractual day/Fair Student Funding), ◆ Per session costs for ESL Extended School Day – Title III ◆ Arts and enrichment partnerships, residencies and programs – (Fair Student Funding and Grants - included in the costs of Goal 1 under the same category). ◆ Supplemental ESL teacher costs – Title I ◆ Equipment, supplies, materials, trip fees, etc. for the ELL program – Title III
<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"> ◆ Increased ability to use the English language as evidence by the quality of language used in classroom discussions. Students will demonstrate better fluency and confidence when giving answers in English. ◆ Positive parent feedback at individual parent meetings and other interactions as indicated on the learning environment survey, parent letters and other communications. ◆ Consistent improvement/progress on student achievement in the classroom as indicated by documentation, including but not limited to running records, progress reports, student presentations, student work/writing samples, writer’s notebook, and teacher assessments. Teachers will be required to submit quarterly reports on the progress of the students. ◆ Improved standardized raw score test results (individual growth from the previous year’s test scores, predictive and interim assessment exams, NYSESLAT). Projected gain for target population will be to demonstrate a movement of one proficiency level on either of the two combined sections of reading/writing and listening/speaking.

	<ul style="list-style-type: none"> ◆ Year-round, ongoing training will be provided for staff in the use of various essential programs (i.e., Word, PowerPoint, Excel, Publisher, Kidspiration, etc.) as well as on-line resources (i.e., Discovery Education, Nettekter, etc.) for instruction by the technology team consisting of various staff members.
<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"> ◆ Approximately \$500,000 will be given to the school through the Time to Know Grant to support the technology initiative. ◆ Approximately \$40,000 of Fair Student Funding monies to release the technology specialist to work and/or assist teachers in using technology in their classrooms.
<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"> ◆ There will be an increased number of students using computers at home and in school for research and homework as demonstrated by the students' projects and work displays. ◆ There will be an increased number of staff using emails as a way of communication between staff and/or with the home by the end of the year as demonstrated by the email logs. ◆ 100% of the teachers will know how to access student information on-line and be more knowledgeable about how to use the data to analyze student needs as demonstrated by their login records. Based on the data results, more focused instruction can be planned so that the children's needs are more specifically addressed. ◆ There will be an increased willingness by teachers to spend time on planning together and sharing successful strategies on technology supported instruction. Information can be shared more readily and archived for future reference. ◆ Samples of class work and homework assignments throughout the year will demonstrate more use of technology. ◆ Student assessment reports generated by the Time to Know Program will document students' use of the program and knowledge of the materials presented in their lessons.

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	62	16	N/A	N/A	8	0	11	0
1	54	10	N/A	N/A	10	0	14	0
2	42	15	N/A	N/A	7	0	17	0
3	65	15	N/A	N/A	8	0	11	0
4	70	10	5	5	7	0	13	0
5	30	10	5	5	12	0	10	0
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:	<ul style="list-style-type: none"> - Before school tutorial program from 8:15 am to 8:45 am in small groups of no more than 4-6 for guided reading. - Extended school day program on Tuesdays and Thursdays from 3:10 pm to 4:40 pm in groups of no more than 10 in Balanced Literacy strategies from November to when the tests are given in April. - Daily small group guided reading groups with AIS staff pushing into classrooms whenever possible. - Saturday Institute Practice Test for all students on the Saturday before the actual test in groups of no more than 6. - Reading intervention during the day on a one-to-one basis for 30 minutes each day. - Individual tutorials during the school day by an AIS teacher or America Reads tutor.
Mathematics:	<ul style="list-style-type: none"> - Before school tutorial program from 8:15 am to 8:50 am in small groups of no more than 4. - Extended school day program on Tuesdays and Thursdays from 3:10 pm to 4:40 pm in groups of no more than 10 from January throughl April.
Science:	Small group/ individual intervention during the day by the classroom teacher, America Reads tutor and/or student teacher.
Social Studies:	Small group/ individual intervention during the day by the classroom teacher, America Reads tutor and/or student teacher.
At-risk Services Provided by the Guidance Counselor:	Counselors provide social and emotional support to students in small groups and individually during the school day. Interventions include: strategies for behavioral management, coping skills, stress reduction, development of socialization skills, self-esteem support, increasing appropriate expression of feelings, resiliency building, etc.
At-risk Services Provided by the School Psychologist:	NA
At-risk Services Provided by the Social Worker:	Bilingual Social Worker provides additional student/family counseling, parenting workshops, teacher consultation and student observations in preparation for possible referrals, collaborates with social agencies to help students' families, handles crisis intervention, and reports possible child abuse cases.

At-risk Health-related Services:

NA

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) PreK-5 Number of Students to be Served: 189 LEP 0 Non-LEP

Number of Teachers 13 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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. 130 Manhattan is a Pre-K to 5 school committed to providing its LEP/ELL students with a program that meet their needs and, at the same time, focuses on the new standards and is consistent with the city's literacy and content initiatives.

- At the time of registration, there is a trilingual staff in the main office (English, Chinese (both Mandarin and Cantonese speaking), and Spanish) to ensure that the parents complete the home language survey and to explain the program choices for the children. Children are given the LABR within the first 10 days of registration.*
- We also have at least two parent orientations at the beginning of the school year and individual meetings with new admits as they come in to register throughout the year.*
- Parents are given the brochure with the program information and are given an opportunity to view the DVD.*
- They also have the opportunity to meet with the Principal and/or ESL coordinator to answer any questions and an opportunity to visit the classrooms.*

Although the school offers both self-contained Chinese bilingual and freestanding ESL classes each year, almost 100% of our parents voluntarily request an ESL-only program for their children rather than a bilingual program. Their rationale in choosing an ESL-only program is based the fact that as part of their every day, weekend, and/or after school childcare arrangements, many of the children, particularly on the lower grades, attend Chinese language schools. They receive between 3 to 10 hours of formal native language instruction at these outside school programs. They have expressed a strong desire for our school to focus our instruction on the children's English language skills during the school day rather than on native language instruction because they are unable to provide that support at home.

To meet the needs of the children, we provide the services listed below. All ELL programs are supervised by Ms. Lily Woo, principal and Ms. Shirley Chin, assistant principal, both of whom are state certified in ESL. Ms. Woo's experience includes extensive work with the New York State Education Department as a former associate with the Office of Bilingual Education.

Bilingual Program for Special Education only

- One self-contained bilingual class is offered for grades K-2 and 3-5.*
- Each self-contained bilingual classroom provides a differentiated approach (i.e., small group, whole group, and individual instruction) based on the students' language proficiency and academic learning levels.*
- Native language and ESL instruction is aligned with SED NLA and ESL Learning Standards respectively; advanced level ELLs will also receive ELA instruction aligned with the SED ELA standards and the NYC Balanced Literacy approach.*
- ESL instruction is provided based on beginning, intermediate and advanced levels as determined by the LAB-R and the NYSESLAT and is consistent with CR Part 154 requirements.*
- Core subject areas (such as social studies and science) are addressed during our literacy block using balanced literacy strategies that are specifically tailored to our ELL population and to the special needs of the children in the special education program.*

- *All services are provided by a fully certified bilingual special education teacher.*

ESL Program:

- *For students in K-5 who have opted out of bilingual programs, self-contained ESL classes and small group push-in/pull-out ESL services are provided. In both cases, ESL instruction is fully aligned with the SED ESL Learning Standards and the city's balanced literacy standards.*
- *The ESL push-in/pull-out teacher and the classroom teacher work very closely in planning their lessons. In addition, the district manual entitled, "District Two's Balanced Literacy Program with ESL Strategies" and the New York State Learning Standards for ELLs has been made be available to every staff member who has ESL students in their rooms. The teachers use these manuals as resources.*
- *Teachers who are providing ESL services to the children are fully certified ESL teachers or teachers who are working towards certification through accredited certification programs in ESL.*
- *Instructional groups are organized according to the children's language proficiency levels (as beginning, intermediate and advanced levels) as determined by the LAB-R and the NYSESLAT results and is consistent with the CR Part 154 units of instruction requirements.*
- *Core subject areas (such as social studies and science) are addressed during our literacy block using balanced literacy strategies that are specifically tailored to our ELL population and using grade-appropriate content materials and trade books matched to their English language ability. Because many of out-of-classroom teachers are also ESL certified, they are essentially receiving ESL services all day long, including ESL through content area instruction.*

Instructional Support

- Title III Program:

In reviewing our NYSESLAT data, we noticed that our ELLs on the lower grades (K-2) outperformed our ELLs on the 3rd, 4th and 5th grades; more students were passing on the NYSESLAT on the lower grades than the upper grades. While our 3rd, 4th and 5th grade students were making progress, they were struggling with the writing portion of the test. Although we provided support to our ELL children throughout the school year through small group and/or individualized instruction (i.e., ESL small-group, Reading Intervention, etc.) during the school day, this was not enough for some of the students. In addition, the fact that ELL students must also take the ELA after only one year in the US made it even clearer that supplemental services after school were necessary to help these students succeed. We decided that these services would be provided through our Title III Extended School Day Program.

The Title III Extended School Day Program is a supplemental service that will be provided to approximately 36 of the most needy 3rd, 4th and 5th grade ELLs from the first week of January through the last week of April (approximately 27 sessions) twice a week for 1 ½ hours per session. There will be 3 classes which will be taught by an ESL-certified teacher and two Common Branch teachers who are currently enrolled in approved ESL-certification programs and who will be getting their certification in ESL in May. These two classrooms will be supported by a fully-certified ESL push-in teacher as well as two supervisors (the principal and assistant principal), both of whom are fully certified in ESL. Students will be organized by proficient levels and teachers in the Title III Extended School Day will have a particular focus in preparing the students for the writing portion of the NYSESLAT and ELA. Materials used in the Extended Day Program will be purchased accordingly through Title III, including NYSESLAT and ELA test prep materials. Professional development will be provided to the Title III teachers once a month by the two ESL-certified supervisors (the principal, who has 35 years of experience in ESL instruction (and who has worked for the New York State Education Department's Office of Bilingual Education/ESL as an Associate for 6 years specializing in ESL) and the assistant principal who has over 20 years of experience in ESL

instruction). While 10% of the Title III allocation will be designated for parent involvement activities, an additional \$2,688 will also be charged to Title III funds to supplement existing supplemental parent activities. This will allow us to provide translators and interpreters to parent of ELLs participating in all the parent activities offered by the school.

To provide students with a hands-on learning experience on the landmarks and historical sites in New York City (as part of the social studies curriculum) and to get parents more involved as partners in their children's education, a Saturday New York City bus tour trip has been planned, with 3 Chinese-speaking staff accompanying on the trip to translate for the parents. Many of our ELL parents don't know their way around the city, nor do they understand how spending quality time with their children actually helps their children become better students. This trip is to help educate both the parents and the children, by providing a guided, educational experience together. The children will be expected to write about what they have learned on the trip and their parents will be invited to a celebration where they will share their experiences and writings with their families.

In addition to this trip, we plan to have a Health Fair/Family Day event at the school on a weekend in May, 2010. This event is held every year to provide an opportunity for families to spend a day together at the school, having fun and learning how to keep themselves and their children healthy. We have health care providers to answer questions, dental screening, vision screening, fire and home safety. We are also providing educational presentations and workshops for parents on that day to improve parents' understanding of the educational system. Sports events, games and activities are planned for the children while parents speak with various service providers and attend workshops. Based on our previous experiences, more than 1,000 families are expected to attend. Because parents are aware of the expectations and importance of attending school, our attendance rates is one of the top 10 schools in the city, with over 98% attendance every day.

The rationale for using Title III funds for translation purposes on the New York City tour trip and at our Health Fair/Family Day event is because our TL translation services allocation of \$740 does not go very far. Although the number of ELLs who generate funds is about 23% of our population, in reality, we have about 75% of our families in need of translations. The constant need to translate letters for classroom teachers, as well as other school-specific communications is supported by both Title I Translation Services (\$4,390) and additional school FSF funds (\$8,600). Title III funds used for translations for these two events will be supplemental to our Title I and school tax levy translation commitment. The Health Fair/Family Day is a very important event for us. Parents are given valuable information on safety and preventive health care for their children and families, as well as suggestions and activities as to how to help their children in school. We expect a high turnout at the health fair/family day (anticipated attendance of over 1,000) where we may need as many as 15 translators to work at the same time at the event to ensure that parents get the information they need and want.

Appropriate materials are provided for the day school bilingual and ESL classes, as well as for the Title III Extended School Day Program. Amongst these materials are, but not limited to, the Addison Wesley ESL series, Scott Foresman ESL series, Prentice Hall/Regents ESL books, Modern Curriculum Press Concept Science Program and Stopwatch Program, Carolyn Graham's Chant materials, Hampton Brown ESL Theme Links Program, Rigby PM series, Steck Vaughn ESL materials, bilingual books, as well as other big books and trade books that are appropriate and specially developed for ELLs. Materials used by the bilingual and ESL programs are closely coordinated with the literacy materials used by the rest of the school.

- Additional Support:

Our school has many enrichment programs and extracurricular activities that support academic learning for all children in the school. All ELLs on every grade are offered the same opportunities to participate as every other child and many of the ELLs do take advantage of the offerings. These programs and activities, which support self-confidence and language development, include the following:

- A 6-week art residency with the Children’s Museum of the Arts (Pre-K & K)*
- A 12-week residency program with the National Dance Institute for young students (Grade 1)*
- A 12-week residency in drama with Inside Broadway integrating a social studies theme (Grade 2)*
- A year-round once-a-week program in violin through the Third Street Music School (Grade 3)*
- A year-round once-a-week program in choral singing through the Young People’s Chorus Satellite Schools Program (Grade 3, 4 & 5)*
- A year-round once-a-week after school program in chorus (Grades 3, 4, & 5)*
- A year-round once-a-week after school program in instrumental music (fife and drum marching band) (Grades 3, 4, & 5)*
- A year-round dance program through the National Dance Institute (Grade 4)*
- A 15-week residency in theater arts through Rosie’s Broadway Kids (Grade 5)*
- A 10-week twice-a-week program in ballroom and social dancing through the American Ballroom Dance and Theater (Grade 5)*
- A year-round after school Chinese lion dance club through the Parents Association (Grade 5)*

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.

Professional development has been a major focus at the school for all teachers in our school, including bilingual and ESL teachers. Since most of our children come from homes that do not speak English and have parents who are unable to provide language support to the children, they are all still “English language learners” with special needs – even after they have passed the NYSESLAT. For this reason, all of our training will include a strong focus and discussion on the strategies to be used with English language learners in the general education classroom. Staff development opportunities include, but are not limited to, the following:

- A portion of each month’s allotted time for staff/grade meetings will be devoted to addressing the needs of English language learners in the school. The focus during these sessions will include ESL strategies in the content areas.*
- Workshops (both in school and as part of an Empowerment Schools network) and visits to successful ESL/Bilingual classrooms will be arranged for the ESL and bilingual staff.*
- There will be study groups within the school throughout the year which will focus on the needs of the ELL students.*
- We will be looking at making arrangements for ESL and bilingual staff to attend citywide or State sponsored conferences on Bilingual Education and ESL and will be studying differentiated instruction as it relates to the English language learner.*
- All newly appointed teachers serving ELLs will be provided with a mentor teacher to assist them in the planning, delivery of services, and assessment.*
- All teachers serving ELLs will be encouraged to participate in professional development offered by the Department of Education.*
- All newly appointed/hired general education teachers will be provided with 7 ½ hours of professional development on ESL strategies.*

Section III. Title III Budget

School: **PS 130 Manhattan**

BEDS Code: **310200010130**

Allocation Amount: \$19,834 (Title III Immigrant) + \$14,917 (Title III LEP) = \$34,740		
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	\$16,165 \$1,048 \$ 6,736 Subtotal: \$23,949	- 324 hours of per session for ESL and General Ed teacher to support ELL Students in an Extended School Day Program: <i>3 teachers x 2hrs/day x 27 sessions x \$49.89 (current teacher per session rate with fringe) = \$16,165</i> 21 hours of per session for teachers to take ELL students on a bus tour of NYC on a weekend. <i>3 teachers x 7 hours x \$49.98 = \$1,048</i> - 135 hours of per session for translations for parents on the NYC tour trip and the School Health Fair/Family Day <i>135 hours x \$49.89 (current teacher per session rate with fringe) = \$6736</i>
Purchased services - High quality staff and curriculum development contracts.		None
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$4,911	- NYSESLAT test preparation materials and workbooks, leveled libraries (high interest/low vocabulary books), - Supplemental consumable supplies and materials for the Extended School Day program for ELLs (paper, markers, etc.)
Educational Software (Object Code 199)		None
Travel		None
Other	\$5,880	Cost of admissions to City Sights "All Around Town" bus tour for ELLs students and their parents to learn about NYC and landmarks. <i>\$60 x 98 tickets (45 students + 45 parents + 6 staff + 2 supervisors) = \$5,880</i>
TOTAL	GRAND TOTAL: \$34,740	

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.**

We reviewed the home language surveys of the children, met with the Parents Association Executive Committee and Parent Coordinator regarding the needs as expressed by parents, and evaluated the number of requests by teachers and staff for communications to parents in both Chinese and Spanish. The home language surveys are maintained in the office for documentation.

In addition, at the beginning of each year or at the time of admission, each family was required to complete an emergency home contact card, indicating their language of preference for home contact. Assistance is given in the appropriate language to ensure the accuracy in completing these cards. These cards are kept in a file in the main office. Whenever contact needs to be made, home contact cards are used to determine the language of preference, and the appropriate translator (Mandarin, Cantonese, or Spanish) facilitates the contact or written translation as needed.

- 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.**

The findings were that we needed translations and interpretation services in Chinese for all written communications for the vast majority of our Chinese families. We have only about 5% of our school that are Spanish most of who have someone at home who can speak English; for those families who don't, we have made arrangements for them to be notified by a Spanish-speaking member of our staff (either by phone or in writing) of the notices that pertain to those families. These findings were shared with the parents at one of the general Parents Association meetings.

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.**

Written translations of all school notices and communications will be provided in Chinese by in-house Chinese bilingual staff members. These same notices will be provided in Spanish if they pertain to the Spanish families by in-house bilingual Spanish staff at our school. Notices are sent out at the same time in all three languages whenever possible.

- 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.**

Oral interpretation services will be provided by bilingual staff at the school as needed. Our office staff speaks Chinese (both Mandarin and Cantonese) and Spanish and our Parent Coordinator speaks Chinese. In addition, we have as many as 25 other staff members who are bilingual and who can be called upon to translate orally whenever necessary.

The translated Bill of Parents Rights & Responsibilities are distributed to each parent who indicates that their home language is other than English. There are translated signs posted at the entrance to inform parents of the availability of translators to assist them in school.

- 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 fulfill the Chancellor's Regulations A-663 by distributing the Bill of Parents' Rights and Responsibilities as well as all Department of Education translated documents as required. Translated signage at the front entrance will inform parents of the availability of translation services at the school.

In addition, we have many bilingual Chinese and Spanish speaking staff in the office and in the classrooms who are readily available and can assist in the day to day oral translations at school. For all written school communications, we have staff who can do written translations into Chinese and/or Spanish on the computer so that we can readily archive and access documents as needed.

In some cases where we are aware of a possible timeline issue, personal phone calls are made to the home by bilingual staff to ensure that the family has received and understood the documents and/or notices.

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:	\$530,485	\$472,510	\$1,002,995
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$5,305	\$4,725	\$10,030
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$26,524	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$53,049	*	

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.

THE HERNANDO DESOTO SCHOOL

PUBLIC SCHOOL 130 MANHATTAN

Excellence in Education – Enrichment for All Children

Administration:

Lily Din Woo, Principal
Howard G. Epstein, Assistant Principal
Shirley Chin, Assistant Principal



143 Baxter Street
New York, New York 10013
Telephone Number: 212-226-8072
Fax Number: 212-431-5524

PARENT INVOLVEMENT POLICY 2010-11

I. General Expectations

PS 130 Manhattan 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 improvement plan.

- 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.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. PS 130 Manhattan will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA by meeting regularly with the members of the Parents Association and School Leadership Team members.
2. PS 130 Manhattan will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA by meeting regularly with the members of the Parents Association and School Leadership Team members.
3. PS 130 Manhattan 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 by having meetings with the members of the Parents Association and School Leadership Team members.
4. PS 130 Manhattan will coordinate and integrate Title I parental involvement strategies with parental involvement strategies by offering regular workshops through our Parent Coordinator.

5. PS 130 Manhattan will 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. The evaluation will be conducted through a survey to the general parent body by the members of the Parents Association with the assistance of the Parent Coordinator.
6. PS 130 Manhattan will build the schools' 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:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators. There will be scheduled workshops to explain all of these things to parents.
 - b. 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 parent literacy classes where they will learn about all of these things.
 - c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, reach out to, and communicate 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 having regular events and meetings where parents can be more involved.
 - d. The school will coordinate and integrate, to the extent possible, parental involvement programs and activities with Head Start and public preschool and other programs, and conduct other activities that encourage and support parents in more fully participating in the education of their children, by inviting these programs to open houses and visits to the school.
 - e. The school will 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, in the language the parents can understand by having translations available.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by a meeting of the school's parent body. This policy will be adopted by the PS 130 Manhattan on June 17, 2010 and will be in effect for the period of the 2010-11 school year. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 30, 2010.

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.

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School-Parent Compact 2010-11

PS 130 Manhattan 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

PS 130 Manhattan will:

- 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 by providing highly qualified teachers and appropriate books and materials.
- Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held on the designated days (one in November and one in March) on the City-wide school calendar.
- Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports through report cards and regular feedback (via notes, comments on homework, and/or telephone calls) on student progress.
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents at pre-arranged times convenient to both parent and teacher so as not to interfere with instruction. Translators will be provided if necessary.
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities at pre-arranged times.
- Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
- Involve parents in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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:

- Monitoring attendance.
- Making sure that homework is completed and is prepared for school each day.
- Making sure that my child goes to bed at a reasonable time so that he/she will be rested for school.
- Monitoring amount of television their children watch.
- Volunteering, as necessary and whenever possible, in my child's classroom and in the school.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- 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 in a timely manner.
- 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

As a student, I will share the responsibility to improve our academic achievement and achieve the State's high standards. I will:

- Get up early and come to school every day, on time, prepared and ready to work.
- Follow the school's rules on behavior and to listen to all of the adults who work with me at school.
- Take care of all of my books and supplies, especially those that belong to the school and others.
- Respect school property and the property of others.
- 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.
- Treat others with respect in the way I would like to be treated myself.
- Try my best in everything that I do in school.

SIGNATURES:

SCHOOL

PARENT/GUARDIAN

STUDENT

DATE

DATE

DATE

(Please note that signatures are not required)

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.**
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.**
3. **Instruction by highly qualified staff.**

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.**
5. **Strategies to attract high-quality highly qualified teachers to high-need schools.**
6. **Strategies to increase parental involvement through means such as family literacy services.**
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.**
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.**
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.**
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.**

The entire school will once again be involved in inquiry work this year; all of the teachers are looking at all available data and are identifying the needs of the children in each class. Regular meetings by grade or individually (usually monthly, if not more often) are held with an administrator and/or staff developer to discuss assessment results and how to best use this information to provide each child with the support that he/she needs (e.g., Does the child need to be included in the extended school day program for both reading/ESL and math or will reading/ESL support alone suffice?). ESL and bilingual classes are included in this work.

After assessments are done, children are given academic intervention and support services in a variety of ways:

- *Early morning individual/small group tutoring program ("Muffin Club")*
- *Push in/pull out small group intervention*
- *Individual intervention through tutors (America Reads)*
- *Individual early literacy intervention*
- *Extended School Day Program for reading, math and ESL*
- *Guidance services (individual and small group)*
- *Service providers are expected to articulate with classroom teachers to ensure continuity and consistency of instruction.*

- *Comprehensive arts and enrichment programs to promote academic, language and social development. In addition to a full-time art teacher and a full-time music teacher and after school arts clubs and programs such as the Chinese Lion Dance Club, Fife and Drum Corps, and School Chorus,, the school offers at least one in-school arts partnership for every child from Pre-K- through Grade 5:*
 - *For Pre-K and K: **Children’s Museum of the Arts** (visual arts – program designed to develop fine motor skills)*
 - *For Grade 1: **The National Dance Institute** (we will continue with a new program designed for younger students in dance and movement)*
 - *For Grade 2: **Inside Broadway** (drama – using the social studies curriculum with a focus on language/literacy development and developing self confidence through performance)*
 - *For Grade 3: **Third Street Music School In-School Violin Program** (music – intended to develop auditory and social skills, such as teamwork and working with others, as well as self confidence through performance. Children who develop a deep interest in continuing can continue in the lunchtime advance program through Grade 5.
Young People’s Chorus Satellite Schools Program (audition-only vocal music program – intended to develop language and auditory skills, teamwork, and self esteem through performance). Children who have special talent and interest can continue through Grade 5 as well as being offered scholarships to join the regular choral program after school at the 92nd Street Y.*
 - *For Grade 4: **National Dance Institute** (dance – builds teamwork, visual, auditory, coordination and memory skills, as well as self confidence through performance). Children with special talent and interest can continue through high school on scholarship in advanced programs on Saturdays and for the summer.*
 - *For Grade 5: **Rosie’s Broadway Kids** (music and dance – builds teamwork, language, visual, auditory, coordination, and memory skills, as well as self-confidence through performance). Children with special talent and interest are offered scholarships in Rosie’s after school and weekend theater programs.
American Ballroom Dance Theater (dance – develops teamwork, coordination and social skills). Children learn proper etiquette and social graces as well as the history of the dances they are learning. All children are offered continued lessons for a year at the studio after graduation.*

All of the above mentioned programs have helped all of our students, particularly our most at-risk students in both general education and special education, by identifying and developing their skills and strengths through other areas and helping them to transfer their learning to the academic classroom. The results are demonstrated in our test scores, progress reports and quality reviews.

Currently, we offer self-contained and stand-alone ESL programs in general education. This is due to overwhelming number of our parents opting for an ESL-only program leaving not enough children to warrant a bilingual program even over two contiguous grades. The only bilingual program in the school is in Special Education where children are placed in self-contained classes by the Committee on Special Education based on their language needs. We have examined the records and current test data of our ELL students and have come to the conclusion that our current programs have been successful in meeting their language acquisition and academic needs and in helping them transition into the mainstream English classes. In fact, our special needs children have shown improvement as well.

Teachers meet regularly during organized common preps with each other, the staff developer and/or their supervisors to discuss assessment results and to plan for their lessons accordingly. There is a curriculum map that is reviewed each year to make changes that reflect the required state standards and curriculum and that would meet the needs of the children in our building.

In looking at our demographics and data, we realize that in order to maintain our success, we need to keep literacy instruction as a high priority focus. As an exempt school, we have had the option of choosing our own reading program. We have opted to continue to implement the Balanced Literacy Program as it was designed in District 2 with the support of an AUSSIE consultant. Everyone in the school - administrators, classroom teachers, cluster teachers, special service teachers (ESL, Speech, Special Education, etc.) and paraprofessionals - is either trained or in the process of being trained in the Balanced Literacy Program. This program is an intensive assessment-driven program that was well-practiced throughout District 2. Our implementation of the program over the past 13 years has enabled us to maintain our reading scores at a consistently high level and has placed us in the top 2% of all elementary schools in the city. We believe that we need to continue this work to help our students understand the language used in math, and address any areas of concern as identified by the state assessments.

As mentioned earlier, we have a very stable staff. We do not have any first-year teachers; most of our newer teachers had served as student teachers or substitutes in our school before being hired; this gave us an opportunity to assess their abilities before they actually join our staff on a permanent basis. In fact, we now have former students who have returned to our school as teachers. We have a comprehensive professional development offering which includes regular after school support meetings for newer teachers, various study groups (which include administrators, teachers, paraprofessionals and support services staff), inter-visitations, and demonstration lessons. As a Title I school that has demonstrated success, we have been fortunate to be able to attract many highly qualified staff to the school without much of a problem. More often than not, we have more applicants than we can accommodate and when they do join our staff, they tend to stay for a long time.

We are taking active measures to increase parent involvement by providing bilingual workshops and seminars for our parents, with topics such as helping parents learn how to use the Department of Education's ARIS system, what questions to ask at Parent-Teacher Conferences, and things to do at home to help their children. We also encourage teachers to invite parents to as many celebrations as possible so that parents can see what the children are learning, as well as inviting them to participate on school trips. The school holds an annual "Health and Family Day" each spring to disseminate information on nutrition, prevention care, and health screenings as well as provide a day of fun, games and entertainment for the entire family. There were over 1200 people in attendance at our May 2010 event.

We have bilingual staff (both Chinese and Spanish-speaking) to assist parents in the enrollment process and offer orientations to the children and families who come to us from the local pre-schools. We also hold a special extended orientation at the beginning of the school which is

conducted tri-lingually (English, Spanish and Chinese) for all incoming families to familiarize them with the school and its policies and procedures.

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	x			530,485	x	5, 10-13, 15-19, 42-45
Title I, Part A (ARRA)	Federal	x			472,510	x	5, 10-13, 15-19, 42-45
Title II, Part A	Federal	x			119,774	x	5, 15-19, 24-25
Title III, Part A	Federal	x			40,480	x	5, 26-33
Title IV	Federal			x	NA	NA	NA
IDEA	Federal	x			167,188	x	5, 10-13, 15-19, 42-45
Tax Levy	Local	x			3,976,065	x	5, 10-13, 15-19, 42-45

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS DOES NOT APPLY TO PS 130 MANHATTAN

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

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

DOES NOT APPLY TO PS 130 MANHATTAN

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)

DOES NOT APPLY TO PS 130 MANHATTAN

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.)**

We currently have 3 students in temporary housing.

- 2. Please describe the services you are planning to provide to the STH population.**

Any student in temporary housing would receive whatever necessary supplies and materials needed for his/her class as well as any academic and support services he/she would require as determined by the students' academic performance and/or IEP. These services would include, but not be limited to, academic intervention services, extended school day, counseling services, related services, and access to appropriate enrichment programs. Funds through Title I will be scheduled as needed.

Part B: FOR NON-TITLE I SCHOOLS **DOES NOT APPLY TO PS 130 MANHATTAN**

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. 130 Hernando De Soto					
District:	2	DBN:	02M130	School		310200010130

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	35	28	36		97.7	97.7	98.3
Kindergarten	161	143	144				
Grade 1	158	168	153	Student Stability - % of Enrollment:			
Grade 2	190	161	162	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	180	190	163		97.0	98.0	96.8
Grade 4	160	176	188				
Grade 5	190	160	173	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		65.7	82.0	82.0
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		2	34	24
Grade 12	0	0	0				
Ungraded	0	3	3	Recent Immigrants - Total Number:			
Total	1074	1029	1022	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					29	25	17

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	20	13	11	Principal Suspensions	0	0	0
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	0	0	0
Number all others	59	72	105				

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	7	13	TBD	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0

Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# receiving ESL services only	248	209	TBD
# ELLs with IEPs	1	39	TBD
Number of Teachers	64	62	61
Number of Administrators and Other Professionals	16	18	9
Number of Educational Paraprofessionals	4	4	11

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	93.8	95.2	100.0
				% more than 2 years teaching in this school	75.0	83.9	93.4
				% more than 5 years teaching anywhere	67.2	67.7	77.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	81.0	85.0	88.5
American Indian or Alaska Native	0.0	0.0	0.2	% core classes taught by "highly qualified" teachers	100.0	100.0	100.0
Black or African American	2.1	1.9	1.7				
Hispanic or Latino	4.5	4.5	5.1				
Asian or Native Hawaiian/Other Pacific	89.5	89.0	88.4				
White	3.6	3.4	3.7				
Male	53.7	53.5	53.2				
Female	46.3	46.5	46.8				

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,					
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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:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
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	v	v	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
Student groups making	5	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	88.3	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	13.1	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:	51.6						
<i>(Comprises 60% of the</i>							
Additional Credit:	8						

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

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 1	District 02	School Number 130	School Name PS 130 Manhattan
Principal Lily Woo		Assistant Principal Shirley Chin	
Coach Kaye Lawson		Coach NA	
Teacher/Subject Area Judy King/ESL		Guidance Counselor Debra Zaslow	
Teacher/Subject Area Wai Mei Roseman/ESL		Parent Erin Ma	
Teacher/Subject Area NA		Parent Coordinator Diane Chong	
Related Service Provider Jeanne Louie Wong		Other NA	
Network Leader Yuet Chu		Other NA	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	7	Number of Certified Bilingual Teachers	4	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	2	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	1019	Total Number of ELLs	189	ELLs as Share of Total Student Population (%)	18.55%
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Part II: ELL Identification Process

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

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

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

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

1. ELL Identification Process

When parents register a child for the first time, they receive assistance in filling out the HLIS, a home language questionnaire. If the home language is English, the child is not an ELL and is admitted into the general education program. If the home language is a language other than English, an informal interview is conducted by the Assistant Principal, Shirley Chin, or one of the ESL teachers, Judy King or Wai Mei Roseman. The assistant principal and the ESL teachers have New York State Certification in ESL and have taught ELLs for a number of years.

The interview is conducted in English and in the student's native language or dialect. There are office staff personnel who can assist with the interview if necessary.

If the student speaks little or no English, then an initial assessment, LAB-R, is administered within the first ten days of admission to determine the level of English proficiency to determine entitlement of services. This assessment is administered by a certified ESL teacher. If the student scores "Proficient", the student is not an ELL and is admitted into the general education program.

If the student scores at "Beginning, Intermediate, or Advanced" level, then the student is an ELL. The student receives ESL services until he/she achieves English proficiency on the NYSESLAT. Parent orientations are conducted where parents complete a survey program selection form to place the student in an appropriate program of choice.

Every spring the New York State English as a Second Language Achievement Test, NYSESLAT, is administered to entitled students determine continued eligibility for services. If the student scores "Proficient", the student is no longer an ELL and enters the general education program.

If the student scores at "Beginning, Intermediate, or Advanced" level of English proficiency, the student continues to receive ESL services. The student must achieve "Proficiency" on the NYSESLAT to be discontinued in an ESL or Bilingual program.

2. Structures in place to ensure parents understand program choices

After the initial assessments, LAB-R, are completed and hand scored, letters in the parents' native language are sent home with the child's score. They are invited to a parent orientation. Several are scheduled for the morning, afternoon, or/and evening, or as a one-to-one conference to accommodate their work schedules. At each orientation, an agenda is presented, DOE brochures are distributed, parents are asked to sign in according to their child's class, and the DOE DVD with the chancellor speaking is shown.

After viewing and listening to the DVD, there is a presentation/discussion about the three city programs and how they differ; and the state mandates. All ELLs are required to have either bilingual or ESL services. If we do not have the program (ex. Dual Language) of their choice selected, we inform them of the schools that do have their program choice. We would assist by inquiring as to whether there are available seats. If 15 or more parents on two contiguous grades indicate that they would like a program started, we would arrange a program accordingly and place their children. Following a Q & A session, they complete their "Survey Program Selection Form".

At all of the orientations, there are translators for the parents. The scheduled orientations occur over a two week period at the beginning to mid October. Signs with the dates and times of the meetings are displayed inside and outside the school building.

3. Distribution of Entitlement Letters

Letters are sent home via backpacks of the students and parents must sign and return them, acknowledging the start of or continuation of services. If letters are not returned, parents are contacted via phone calls. If the Survey and Program Selection form is not returned, they are contacted and informed the default program is Transitional Bilingual Education.

On file is a class roster depicting who the ELLs are, a copy of the HLIS forms, a copy of the Program Selection Form, and a checklist of

returned forms. If any form is missing, the parents are contacted and asked to come in to complete the form. They can come in when they drop off their child in the morning, during their lunch time, at pickup time at dismissal, or after work. An administrator is available to assist and answer questions.

A copy of the entitlement letter is kept in the student's cumulative folder and another copy is kept in a file in the Assistant Principal's office (Room 208). The parent choice letters are also kept in that office.

4. Criteria and procedures used to place identified ELLs

After ELLs have been identified, HLIS, and an assessment completed, parents are asked to complete the program selection form. They attend information meetings and, upon request, visit the classrooms. There are bilingual licensed teachers on the lower grades and ESL licensed teachers on all the grades. There are free-standing ESL classes and push-in and pull-out ESL programs. ESL support teachers push in whenever possible and align their instruction with that of the classroom.

A very few parents choose the transitional bilingual program, usually in our self contained special education classes, but almost all of the parents choose the free standing ESL program. As a result of the parents' choice selection, students are placed into heterogeneous classes with ESL support or ESL classes with mixed ability (proficiency) groups. The more proficient English speaking students model for the non-English or little English speaking students and they co-learn together. This configuration of classes has had very positive results in terms of student achievement.

5. Trends

Historically, our parents have requested a free-standing ESL program as their first choice. The parents prefer that their children focus on learning English because there is no English language support at home. Parents in our school have indicated that their children attend afterschool or weekend programs to maintain their native language skills and culture. Therefore, most, if not all, our parents choose the ESL program. The following are the numbers for the last two years but are indicative of the historic trend in the school:

2010: Incoming students

ESL program – 70 as first or only choice; Transitional Bilingual program – 0; Dual Language program – 0

2009: Incoming students:

ESL program – 92 - as first or only choice; Transitional Bilingual Program – 1 as 2nd choice; Dual Language Program – 1 as 3rd choice

6. Program Selection Alignment with School Model

Parent selection forms are periodically reviewed to determine any changes are needed to our current programs. At this time, based on parental choice, we offer a free-standing ESL program with push in and pull out ESL support for all our students. Students' English proficiency levels, scores from the annual NYSESLAT, determine their ESL service requirement. All ELLs receive ESL instruction through duly certified ESL teachers, either throughout the day in self-contained ESL classes or through push in/pull out services. Our Beginner and Intermediate students receive at least two periods (45 minutes each) of ESL service per day with an ESL licensed teacher. The Advanced level students receive one additional period (45 minutes) of ESL service per day with an ESL licensed teacher.

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 <small>(60%:40% → 50%:50% → 75%:25%)</small>	1	0	0	0	0	1								2
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained	2	2	1	1	1	1								8
Push-In	3	2	2	2	3	1								13
Total	6	4	3	3	4	3	0	0	0	0	0	0	0	23

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	189	Newcomers (ELLs receiving service 0-3 years)	160	Special Education	11
SIFE	3	ELLs receiving service 4-6 years	29	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									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	0	5	0	0	6	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	160	3	0	29	0	0	0	0	0	189
Total	160	3	5	29	0	6	0	0	0	189

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	3	1	1	2	1	3								11
Russian														0
Bengali														0
Urdu														0
Arabic														0

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
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	3	1	1	2	1	3	0	11						

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	0	0	1	0	0								2
Chinese	63	33	14	19	30	13								172
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French	0	1	0	0	0	0								1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	2	1	0	0	0	0								3
TOTAL	66	35	14	20	30	13	0	178						

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. How is instruction delivered?

a. What are the organizational models?

Instruction is delivered via dually certified classroom teachers (Common Branches and either ESL or bilingual Chinese) wherever possible to provide continuity of instruction within the classroom and to minimize disruption to the classroom by pull-out teachers. In addition, push-in ESL teachers provide additional support to students who need more individualized and/or small group instruction.

b. What are the program models?

The only children in a transitional Chinese bilingual program are our self-contained special needs children. We are the District 2 barrier-free site for two self-contained Chinese bilingual Chinese special classes - one that is a bridge K-2 (12:1:1), currently with 5 students and one that is a bridge 3-5 (12:1) currently with 6 students.

Although we have 189 Chinese ELLs in our school, we do not have enough students on two contiguous grades whose parents want a transitional bilingual program to form a bilingual class; the parents of almost all of our general education ELL students have opted for a free-standing ESL program. Children are organized by grade levels so there are mixed proficiency levels in each ELL classroom. Teachers group the children by proficiency levels within the classroom and plan and organize their instruction accordingly. ESL support teachers push-in whenever possible and align their instruction with that of the classroom.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to the proficiency levels in each program mode (TBE, Dual Language, ESL)?

a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154?

Since we only have an ESL program, we are doing the following:

- Children who are placed with classroom teachers with dual certification in ESL and Common Branches receive more than their mandated number of instructional minutes in ESL (360 minutes for beginners and intermediate students and 180 minutes for advanced students). Teachers use ESL methodology and appropriate balanced literacy strategies whenever they work with the children so they are getting ESL support throughout the day.
- For children who cannot be placed into self-contained classrooms (due to class size and registers), they are placed with teachers who have a great deal of experience working with second language learners. We look at the proficiency levels of each child, grouped them accordingly and have scheduled certified ESL staff to work to children for their mandated number of instructional minutes each day as push-in ESL teachers if space and conditions allow. Beginners and intermediate students meet with ESL teachers for at least 360 minutes per week (usually a double period per day) while advanced level students meet with ESL teachers for at least 180 minutes per week (or one period per day). ESL teachers are assigned to work with specific grades and classes to allow them to plan with the classroom teachers more effectively.

Children have access to native language materials through the school library and Internet sources.

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.

Content area instruction is delivered to students in English, using ESL methodology, and is infused into our literacy block, as we do with the other populations (special needs, general education, and G&T). Students learn content and vocabulary in context as they are engaged in shared reading lessons. Visual aids (video clips, SMART boards, pictures, etc.) are used to help children understand the materials. In addition, children learn to do research (in books, via computer programs and the Internet), work in groups, make oral presentations and role-play to enrich and improve their language development.

4. How do you differentiate instruction for ELL subgroups?

a. Describe your instructional program for SIFE?

Children who are SIFE are given additional support through our early morning tutorial program, one-to one intervention during the day and support through our extended school day program. Their progress is monitored and we have on-going contact with the home through our bilingual school staff. We currently have only two such students.

b. Describe you plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB requires testing for ELLs after one year, specify your instructional plan for these ELLs.

We have dually certified teachers on most grades (either ESL/Common Branches or Bilingual Chinese/Common Branches) as well as Chinese bilingual educational assistants assigned where the majority of our new arrivals are (lower grades). Children receive most of their ESL instruction within their own classrooms thereby increasing continuity of instruction. Teachers use ESL strategies in the content areas to help children learn. Bilingual staff is available to support the children as needed and to increase parent involvement by providing translations for parents at school meetings, events and classroom celebrations. In addition, these children are given ample support in language development and test-taking strategies through our extended school day program.

c. Describe your plan for ELLs receiving service 4 to 6 years.

Most of our 18 students are also students who have exhibited some other difficulties in learning. Additional targeted instruction with ESL specialists is given, either through individual or small group service, as well as at-risk services with intervention specialists, depending on the need. Progress is monitored and discussed at the AIS and PPT meetings. Parents are kept apprised of their children's progress as well, in some cases, after exhausting all school resources, there may be a need to have an evaluation made to see if there are other issues.

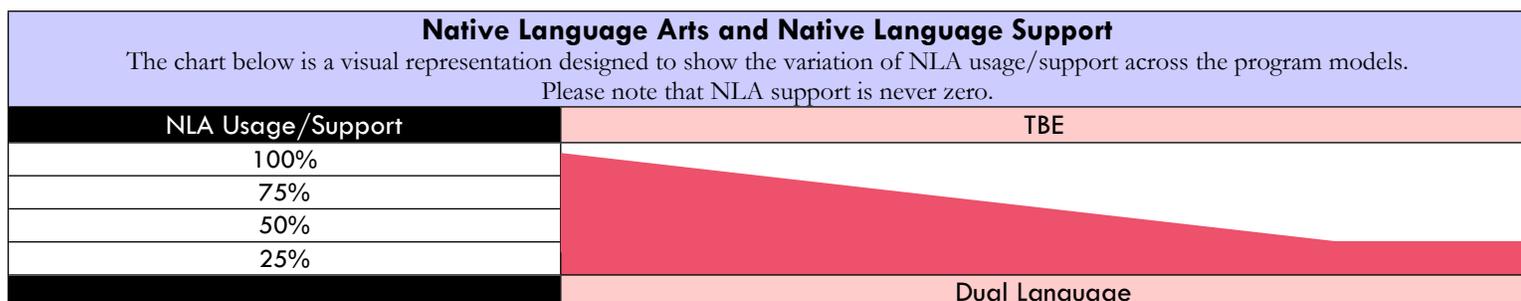
d. Describe your plan for Long-Term ELLs (completed 6 years)
We are a K-5 school and do not have ELL students longer than 6 years.

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

Parents are always kept apprised of their children's progress through their classroom teachers and ESL service providers. When evaluations have been done and ELLs are identified as having special needs, we provide the appropriate support services as necessary (speech, hearing, vision, SETSS, OT, guidance, etc.), which include services by Chinese bilingual staff to ensure that that the children understand and that communication is on-going with the home.

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



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. Describe your targeted intervention program 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 languages(s) in which they are offered.

In analyzing our ELL data in ELA, math, science and social studies, we found that our ELL students were relatively strong in their content knowledge while understandably much weaker in ELA. Also an analysis of our NYSESLAT data reveals that our students are weaker in the modalities of reading and writing. Our targeted intervention for all of the ELL subgroups, as a result focuses on English language development skills, with an emphasis on reading and writing. The materials used will be both fiction and non-fiction, so as to address some of the content weaknesses as well during their intervention programs, as well as for test prep.

For our 3rd, 4th and 5th grade ELL students, the intervention services are provided in English, using ESL strategies, through Title III and Title I

funds in an extended school day program that meets 1½ hours twice a week (Tuesdays and Thursdays) from the beginning of January, 2011 through the end of April, 2011, just before the testing period begins. The classes are organized in homogeneous proficiency groups of no more than 12-15 students each.

In addition, all at-risk ELLs are receiving additional intervention services during our morning “Muffin Club” time where groups of no more than 6 meet for additional support. The groups are reassessed every 6-8 weeks to check for progress.

6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.

We have many teachers who are experienced in working with ELLs and have attended professional development specifically targeted for teachers of ELLs in the mainstream classroom. Many of these teachers have also previously served as ESL teachers using formerly recognized city ancillary ESL licenses or who are finishing up on their ESL certification. They are all cognizant of the needs of ELLs and work closely with our current ESL staff and ESL supervisor to provide support to our former ELLs. All former ELLs are given the necessary accommodations up to two years after reaching proficiency. Those who need additional support are included in the morning Muffin Club tutorial and after school extended school day programs for intervention.

7. What new program/services or improvements will be considered for the upcoming school year?

Our current programs and services seem to be working well for our students; we received extra credit for our success in working with ELLs on this year’s Progress Report. We are planning to keep a closer watch on our ELLs who may be struggling during the year and to try to address their issues before they become major ones.

We have noticed several things:

- Our ELLs are very sheltered; they rarely go places outside of school and home. Their lack of hands-on experience is adversely affecting their academic performance.
- Many parents have told us that there is a growing communication gap between them and the children. Their work schedules don’t allow much quality time with the children and when they do spend time with them, they don’t know what to say or do.

As part of our extended school day program through Title III, we have planned an enhancement that will enable us to begin addressing the two issues above. We have planned a trip in the spring to take our most struggling ELLs and one of their parents on a bus trip around New York City to show them, different communities, famous landmarks and sites around Manhattan. The trip will be tied in with the social studies curriculum (communities, New York City history, etc.) and will be followed up with a reflective writing by the children and an oral presentation of what they saw. Teacher translators will accompany the parents and children on the trip to help parents learn how to turn a trip, such as this one, into a fun learning experience for the children. Both parents and children will be able to learn/practice English on this trip as well. Hopefully the experience of this trip will empower parents and provide an incentive for the children to delve further into their study of New York City.

8. What program/services for ELLs will be discontinued and why?

We are not planning to discontinue any program or services for ELLs.

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

All ELLs have equal access to all school programs. Our school has a very strong emphasis on the arts as a venue to motivate children to come to school and to provide a means for children to learn and practice language and social skills. Every child in every grade from Pre-K through Grade 5, regardless of learning ability (special needs, ELL, general education or Gifted & Talented), has the privilege of participating in an arts residency program (visual/fine arts, dance, theater, and music) that is linked to improving academic performance skills and content knowledge (reading, writing, speaking, listening, math, social studies, and science). These programs are part of the children’s school day.

Our school-sponsored after arts school programs include chorus, instrumental music, ballroom dance club, photo club, yearbook club, and lion dance club and are held on days alternate to our academic intervention programs (Mondays, Wednesdays, and Fridays) to allow children who have to attend the academic extended school day to participate in the extra-curricular activities. These programs have contributed to the success of our school and have increased parent involvement tremendously.

In addition, ELLs in the 3rd, 4th and 5th grade are provided with an opportunity to attend an extended school day program to improve their English language skills in reading, writing, speaking and listening. This supplemental program is offered on Tuesdays and Thursdays from 3:10 pm to 4:40 pm.

10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials, list ELL groups if necessary)?

Since we only have an ESL program, content area instruction is in English, using appropriate ESL methodology. We use many high-interest, low vocabulary books (as well as picture books) for language development and to teach social studies and science. Materials are purchased from companies such as National Geographic, Mondo, Pacific Learning, Rigby, Silver Moon, Scholastic and Leap Frog School. Many of these materials offer tapes, CDs, or equipment (digital pens that “read” aloud print as they point to the words) with books for students to listen to as they read along. Students have access to the equipment, tape recorders/CD players and listening centers as instructional tools in the classroom and at home. SMART boards and/or computers in all of the rooms with Internet access allow for visual/interactive and independent learning which engage and motivate second language learners to practice what they have learned. In addition to a 36-station computer lab that is accessible to ELL students, there are 3 mobile labs (two with 16 laptops and one with 24 laptops) that classroom teachers and ESL specialists can use with the children. schoolwide while the 4th and 5th Grade students also have individual laptops assigned to them in their classrooms.

11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)

Because we have only ESL classes in our general education classrooms, native language support is not a requirement of the program model. However, we have many teachers and support staff who speak and/or read Chinese and who can provide native language support as necessary. Out of a staff of 58 teachers, 28 can speak Chinese, as well as the paraprofessionals who are working in the classrooms. The bilingual special needs classrooms deliver language support as per the children’s IEPs.

12. Do required services support, and resources correspond to ELLs’ ages and grade levels.

Yes, the services support and resources correspond to the 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.

- We have tri-lingual staff in the main office (English, Chinese (both Mandarin and Cantonese speaking), and Spanish) who are able to explain to parents their program choices for the children at the time of registration.
- We also have at least two parent orientations at the beginning of the school year and individual meetings with new admits as they come in to register throughout the year.
- Parents are given the brochure with the program choice information and are given an opportunity to view the DVD in the language of the parents.
- They also have the opportunity to meet with the Principal and/or ESL coordinator to answer any questions and an opportunity to visit the classrooms.
- A parents’ school handbook is given to every parent. The handbook outlines school policies, procedures, programs and contact numbers of key people in the school (principal, assistant principals, guidance counselors, programs, parent coordinator, Parents Association, IEP team, nurse, etc.) for parents’ reference. The handbook is provided in both English and Chinese.

14. What language electives are offered to ELLs?

Not applicable – none are offered.

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)?

NOT APPLICABLE

D. Professional Development and Support for School Staff

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

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

Even though our numbers indicate that we have only about 18% who are current ELLs, we have many students who may have passed the required assessments but still need English language support. Because of this, all of our professional development has been specifically designed to include considerations for second language learners. We have been engaged in school-wide child study inquiry work for the past 4 years, focused on how to differentiate instruction for students with different learning styles and taking into account their language development. The study groups meet about once a month and workshop sessions and seminars for ELL teachers and those working with ELLs are led by Ms. Kaye Lawson, AUSSIE consultant and expert on ELL instruction as well as by Ms. Lily Woo, Principal and Ms. Shirley Chin, Assistant Principal, both of whom are New York State certified in English as a Second Language. In addition, Ms. Woo has had many years of experience working for the New York State Education Department's Bilingual/ESL Office as an associate of that office.

2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

The school provides staff with the necessary materials and information to share with families of ELLs and which will enable them to help ELLs transition from elementary school to middle school. In addition, materials and letters are translated into the children's home language with the information they need. Bilingual staff members are available to assist teachers when they meet with parents on a one-to-one basis during school hours and/or to assist in translation on the telephone as needed.

3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Three hours of the professional development day on Election Day (November 2, 2010) and monthly staff meetings each month are devoted to discussions and training on working with ELLs and former ELLs. In addition, professional development sessions/seminars conducted by our staff developer, Kaye Lawson, on differentiated instruction with a particular focus on the needs of ELLs within and outside of the classroom are scheduled quarterly. Teachers are able to share with each other successful strategies that are being implemented with ELLs in their classrooms at these sessions and a plan of action for next steps are recorded. Teachers are expected to try out these suggested next steps and report back as to the results at the next session.

E. Parental Involvement

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

1. Parent involvement at our school has been excellent. Almost 99% of our parents, including parents of ELLs, attend both the fall and spring Parent Teacher conferences. Parent Association meetings are generally very well attended by parents of ELLs and former ELLs (upwards of 150 to 200 parents attend each meeting) because we include a parenting segment (i.e., how to be more involved in their child's education, what kinds of questions to ask at Parent Teacher conferences, how to prepare their children for middle school admission, etc.) at each of the meetings. Parents of ELLs are also very involved with class celebrations and school events where they can see how well the children are learning.

2. The school partners with organizations such as the Charles B. Wang Health Clinic on health and wellness issues. The organization has a bilingual staff that regularly offers workshops to our parents address such concerns as ADHD/ADD, obesity and proper nutrition, preventive care, etc. In addition, local banks offer workshops on financial literacy and financial planning for college. They, too, have bilingual staff members who can offer these workshops in the parents' home language.

3. We evaluate the needs of our parents in the following ways:

- By the kinds of suggestions that have come from the Parents Association Executive Board and the Parent Coordinator. They interact with parents on a daily basis as they drop off the children in the morning and at pick up time at the end of the day. In addition, the Parents Association Room is a busy place, with parents dropping in all the time. Each month, at our Parents Association Executive Board meeting, we go over the things that have been brought up as concerns or needs of parents and we try to address them as best we can. Most of the Executive Board are bilingual and speak the language of the parents.
- By the kinds of suggestions or requests that have come directly from ELL parents at Parents Association meetings.
- By the number of parents who come in to speak with the administration and the kinds of concerns they bring up. All three supervisors (principal and two assistant principals) have an open door policy. Parents are encouraged to drop in to discuss whatever their concerns. All three supervisors are bilingual (two in Chinese and one in Spanish). Very often parents come to see the administration after school (as late as 6pm) to ask questions and/or discuss their concerns. Issues that come up more often are addressed again at open forums such as the general Parents Association meetings or specific workshops.
- By what the teachers tell us regarding parent needs through their direct interactions and discussions with ELL parents and ELL children regarding their parents.

4. Our parent involvement activities address the needs of parents in the following ways:

- By helping them to understand the American school system better
- By developing an awareness of their children's needs
- By empowering them to be a more active partner in their child's education
- By offering them opportunities to see what their children are learning

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)	38	4	0	4	3	6								55

Intermediate(I)	0	16	3	9	9	2								39
Advanced (A)	31	15	12	10	19	8								95
Total	69	35	15	23	31	16	0	0	0	0	0	0	0	189

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	0	3	0	3	3	1							
	I	0	9	1	1	4	1							
	A	0	14	11	5	18	6							
	P	0	8	3	12	6	4							
READING/ WRITING	B	0	3	0	2	2	5							
	I	0	13	2	11	8	2							
	A	0	8	5	8	16	8							
	P	0	10	8	0	5	0							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	0	1	0	4
4	7	10	6	1	24
5	2	7	2	0	11
6					0
7					0
8					0
NYSAA Bilingual Spe Ed	0	0	1	0	1

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2	0	2	0	0	0	0	0	4
4	2	0	7	0	16	0	5	0	30
5	2	0	1	0	8	0	3	0	14
6									0
7									0
8									0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	1	0	1

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2	0	0	1	2	1	7	1	14
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	0	0	0	0	0
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				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests	
# of ELLs scoring at each quartile (based on percentiles)	# of EPs (dual lang only) scoring at each quartile (based on percentiles)

	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

- 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 does the data provide about your ELLs? How can this information help inform you school's instructional plan? Please provide any quantitative data available to support your response.

We use DRAs, running records (using the Fountas and Pinnell book levels) and teacher-made assessments to assess the early literacy skills of our ELLs. We have found that our systematic approach to teaching literacy and language to our ELLs through a blend of ESL and Balanced Literacy has enabled our ELLs to acquire English language skills very quickly. Most students enter with limited or no English language skills and have a Fountas and Pinnell independent reading level that is barely recordable (-A). By the end of the year, most of our young ELLs have reached Fountas and Pinnell independent reading levels comparable to their English proficient peers (levels C-E).

However, for our older ELLs, there is more of a gap to fill. While they are progressing well, it has taken a little more time to reach the standards of the grade they are attending, particularly in reading and writing. For this reason, we are providing consistent support throughout the year for all of our ELLs on grades 3-5 in an extended school day program, with a focus on reading and writing as well as opportunities to “rehearse” their listening and speaking skills through our performing arts program offerings throughout the grades.

- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Our ELLs are making good progress by making movement from one proficient level to the next. This past year's school progress report indicated that we received maximum extra credit (1.5 points) for our work with the ELLs in the school in both ELA (with 57.1% at the 75 percentile growth or better) and in math (61.8% at the 75 percentile growth or better).

- How will patterns across NYSESLAT modalities – reading/writing and listening/speaking – affect instructional decisions?

The patterns show a growth in the modalities of reading/writing, which is a direct result of our work in those areas with the students. We plan to continue this work through the Title III extended school day program and for us to take a closer look at the ESL instruction during the

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?

None of our students are literate in Chinese; most had little or no education in China. They are unable to take the written tests in their native language and basically rely on their acquired English to take the exams.

b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.

We use the teacher assessments as check points for our students to monitor their progress and help us fine tune their instruction.

c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?

Part VI: LAP Assurances

Reading, writing, and listening. More of the speaking section of the periodic assessments to measure their content skills.

With the exception of the bilingual special education self-contained classes, no native language is not used in any of our classes.

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

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

result, many of our ELLs have scored exceptionally well in all of their content areas.