



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : **P.S. 1 MANHATTAN ALFRED E SMITH**

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): **02M001**

PRINCIPAL: **AMY HOM** EMAIL: **AHOM@SCHOOLS.NYC.GOV**

SUPERINTENDENT: **MARIANO GUZMAN**

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Amy Hom	*Principal or Designee	
Christine Wong	*UFT Chapter Leader or Designee	
Tsui Ying Li	*PA/PTA President or Designated Co-President	
Yan Hua Chen	PA/PTA Vice President	
Oi Ping Ng	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Eptihajj Pickering	Member/Parent	
Shadai Wilkins	Member/Parent	
Catherine Hippolyte	Member/Parent	
Sandra Wharwood	Member/Delegate	
Victoria Curry	Member/Delegate	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2012, 5% of the Beginner and Intermediate Level English Language Learners (ELLs) will advance to the next proficiency level as measured by the performance on the Spring 2012 NYSESLAT examination.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Every year, P.S. 1 has a significant number of English Language Learners. On average, 40% of the students in kindergarten through fifth grade are ELLs. NYSESLAT results indicate that few kindergarten students reach English language proficiency in one year (12% in 2010 and 1% in 2011). Depending on the numbers of newly arrived students, the percentage of *beginners* can be low or significant. For example, in 2011, there were a significant number of new arrivals in the latter half of the school year which contributed to the high percentage of *beginners* in first and third grade (42% and 75% respectively). On the other hand, in 2011, a significant number of students were able to attain language proficiency. However, in the higher grades, there are a significant percentage of students who have been long term ELLs and have tested as *advanced* language learners (50% in 2010 and 40% in 2011). 2011 NYSESLAT results indicate that students are consistently scoring higher in the listening and speaking strand of the test than in the reading writing sections. Last year, 53% of ELLs were proficient for listening and speaking compared to 32% proficiency in reading and writing.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- Obtain baseline oral language assessment for incoming ELL students as created by school.
- Classroom libraries will be reviewed to ensure they contain leveled reading materials appropriate for beginning and intermediate levels ELL children
- ELL children will be monitored to ensure individual reading levels are aligned to leveled texts.
- Continue to implement a balanced literacy program with a focus on shared reading work.
- Review Students' logs to demonstrate growth in stamina and volume(reference to Teacher's College Reading Continuum)
- Independent reading level chart data collected, collated and analyzed by teachers and grade teams (crosschecking, multiple sources of data) in November, March, and May during grade meetings, paying special attention to ELL student
- Reading Recovery teacher will work in small groups with ELL students who first enter school in grades 3 & 4, 5.

- Literacy Consultant will work with a lead teacher in the train the trainer model will attend meetings which are lead by ELL consultant, Maryann Cucchiara
- Extended day targets sub group of ELL students for at least two cycles of 8 weeks in the beginning of the school year (3 times a week for 50 minutes)
- ELL subgroup is a focus of all data analysis meetings
- Principal will attend Network Meeting and share strategies to incorporate Common Core Standards.
- Inter visitation to ELL similar peer schools with a focus on oral language development and questioning.
- Grade level Inquiry Teams will focus on oral language and small group instruction for ELL population.
Use technology – software Imagine Learning, IPAD2 and smart boards in the lower grades as a learning tool. Use Title III funds to support oral language development and content studies.

All year—Faculty/grade conference agendas, instructional walk-throughs, and checklist/ templates from ELL workshops focused on talk, observations and feedback to note the frequency of small group instruction and quality of questions that results in a higher level of critical thinking.

- Class reading level data collected by administration in November, March, & May
- Review students' reading logs frequently to monitor rate of reading as well as stamina and volume.
- Students' reading level reports that demonstrate individual student progress and will inform the process of setting interim goals.
- Assessment such as interim assessments, predictives, Acuity, NYSESLAT, and LAB scores will be used to support interim goal for ELL students to demonstrate that students made progress.
- Documentation with student portfolios and extended day SMART goals will assist in identify ELL trends for new teachers for the following year.
- Classroom environments reflect Teacher's College units of studies in reading and writing.
- Data from on demand assessments / performance tasks
- Data gathered from ECLAS and Imagine Learning program will track students' progress and achievement.

Strategies to increase parental involvement

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- Grade Curriculum meeting – at least twice a year
- Parent Teacher Conferences – at least twice a year
- In class reading and writing celebrations
- Teachers College Reading and Writing Project Parent Workshops
- Parent workshops regarding literacy learning
- Homework requiring parent participation in reading with child

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

Our current staff members are highly qualified as defined by NCLB. We provide staff development to support all levels of professional growth. Also we identify lead teachers to conduct workshops and facilitate grade meetings and provide time for teachers to work cohesively as a team.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

We are a School Wide Project school so our federal, state, and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Use Tax Levy, Title 1, Inquiry Team, Common Core Standards, ARRA and highly qualified teachers (including our ELL and Bilingual teachers)

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, student achievement in Grades 4 and 5 will improve achievement in English Language Arts (ELA) by 4% as measured by the NYS standardized ELA test.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

For the past two years, approximately half of the 4th and 5th grade students were meeting standards in ELA. In 2010, 56% of 4th graders and 49% of 5th graders met standards. In 2011, 52% of 4th graders and 48% of 5th graders met standards. In addition, data shows that approximately one third of students in each grade (4th and 5th) were deemed to be *approaching standards*. Median proficiency was near 3.00 (3.03 in 2010 and 2.84 in 2011). According to Teachers College Independent Reading Benchmarks, in June only 4% of the fourth graders were meeting grade benchmarks by reading at level S and above. 9% were deemed approaching benchmarks at reading level Q. Similarly, only 18% of the fifth graders met benchmark by reading at level V and above. 28% of fifth graders were approaching benchmark as measured by their ability to independently read level S books. In light of more rigorous standards and skills needed for 21st century learning, 4th and 5th grade students need to become critical readers.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- Students will receive in class small group differentiated instruction based on teacher analysis of literacy data; at-risk SETSS/ resource room services; Extended Day 37.5 (50 minutes three times a week), cycles focused on Literacy and test preparation; year-round Saturday tutoring program for 4th grade; Saturday test prep program for 5th grade; coordination with ELL services for ELL students; Learning Leaders small group support; Power Lunch program
- Teachers will meet once a month to analyze data to review progress of their students on ARIS, Aquity, and TC Assessment Pro.
- Teachers will have a comprehensive record keeping system for both hard (ELA, EPAL& testing) and soft data (classroom observations and assessments) to inform small group instruction and set interim goals for students in subgroups.
- Principal will attend monthly Children First Network (CFN) network meetings and Teachers' College Principals' conferences to share strategies to incorporate Common Core Standards and school wide implementation.
- Teacher will submit data on every student's reading level in October, November, March, and May during grade meetings to address the progress

of level 2 and level 3 students.

- Teacher will include level 2 and level 3 students as indicated by ELA scores in at least three of six (8 week cycles) for literacy intervention during 50 minutes during the school year (round #3)
- Grade level inquiry team will follow inquiry process with identifying targeted subgroups.
- Students will receive support services/intervention in targets skills identified by data analysis from predictive, interim assessments with intervention teachers.
- All grade 3, 4, & 5 teachers will work with consultant on critical literacy and high level skills and strategies. (referencing TC reading Continuum)
- Use technology – software Imagine Learning and smart boards in the lower grades as a learning tool.
- At least cycles of three days a week for fifty minutes for 6 weeks of extended day will be focused on Level 2 ELA interventions based on interim goals.
- All grade 4 students and at-risk (level 1 & low 2) Grade 5 students will be supported with additional math intervention on Saturday for two hours for ten weeks.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Grade Curriculum meeting – at least twice a year
- Parent Teacher Conferences – at least twice a year
- In class reading and writing celebrations
- Teachers College Reading and Writing Project Workshops
- Homework requiring parent participation to monitor reading logs
- Regular updates on student literacy progress (Independent Reading levels, ECLAS results)

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Our current staff members are highly qualified as defined by NCLB. We provide staff development to support all levels of professional growth. Also we identify lead teachers to conduct workshops and facilitate grade meetings and provide time for teachers to work cohesively as a team.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

We are a School Wide Project school so our federal, state , and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Use Tax Levy, Title 1, Inquiry Team, Common Core Standards, ARRA and highly qualified teachers. (including literacy coach and literacy staff developers).

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, students in the Black and Hispanic student subgroups will improve achievement in Math by having 5% fewer Level 2 students and 5% more Level 3 students as measured by the NYS standardized test in Math.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

For the past few years, although the New York State Math scores indicate a high percentage of students meeting standards and above, closer analysis reveal that our Black and Hispanic student performance levels are not comparable. When scores are disaggregated to compare Black and Hispanic students against Asian and White students, they show that a significant number of students are not meeting standards. Over the past two years, the disparity in the test scores have widen with more than 50% of Black and Hispanic students not meeting math standards.

New York State Math Test Results	Level 1	Level 2	Level 3	Level 4	Total # of Students
2011 Black/Hispanic Students	17%	40%	32%	11%	75
2011 Asians/White	0%	11%	38%	51%	153
2010 Black/Hispanic Students	18%	37%	30%	15%	60
2010 Asians/White	1%	11%	44%	44%	172
2009 Black/Hispanic Students	9%	15%	59%	17%	66
2009 Asians/White	1%	1%	33%	66%	180

Analysis further revealed that in 2010 and 2011, 30% and 20% of the students respectively received special education services. None of these children met standards. In 2009, 30% of these students received special education services and 40% met standards. Although all students are instructed using the Math Investigations curriculum, the percentage of Black and Hispanic students meeting math standards have fallen below 50%.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - strategies/activities that encompass the needs of identified student subgroups,
 - staff and other resources used to implement these strategies/activities,
 - steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

d) timeline for implementation

- Small group and pull out intervention groups focused on math remediation, extended day 37.5 minutes (50 minutes three times a week), after school small group work, and integration of math in science.
- Learning Leaders, NYU America Reads tutors, SETSS teacher providing at risk services, Saturday Tutoring Program for 4th graders and at risk 5th graders
- Grade meetings to include analysis of data from End of Unit Math Benchmarks, Acuity Interim results, and student math portfolios. All teachers will be better informed in using data to review progress of their subgroups (Black, Hispanic).

In September/October

- All teachers will use data from end of the unit assessments against benchmarks in the Investigation Curriculum to inform next steps and instruction during ten minute math.
- All grades 3, 4 & 5 teachers will use data from the predictives & Acuity to inform small group instruction and set interim goals for students in subgroups.
- Independent math goals will be made public for children
- 10 minute math in every classroom. Math is scheduled daily for at least 70 minutes.
- Begin looking at sample performance tasks in math during grade meetings and aligning curriculum to CCLS in math.
- Look at standard of practice: model with mathematics and understanding what real mathematicians do and align to curriculum

In November/ December

- November extended day cycle for 8 weeks will focus on math stations and small group instruction.
- Teacher teams will analyzed and cross check multiple sources of math data (including end of unit benchmark, observations, and teacher created assessments in October, December, March and June during grade meetings.

January -May

- Review data with administration team during each block of consultant days and inquiry meeting times to identify trends for future planning. Instruction is differentiated based on student data during school day, extended day (50 minutes three times a week), and Saturday Math Academy

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Grade curriculum meetings – minimum of once a year
- Parent Teacher conferences twice a year
- Parent math workshops
- Parent ARISLink resources and access to student math assessment results

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

Our current staff members are highly qualified as defined by NCLB. We staff development to support all levels of professional growth. Also we identify lead teachers to conduct workshops and facilitate grade meetings. Also we provide time for teachers to work cohesively as a team at least twice a month.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

We are a School Wide Project school so our federal, state , and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Use Tax Levy, Title 1, Inquiry Team, Common Core Standards, ARRA and highly qualified teachers. (Aussie staff developer and data specialist)

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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	24	17	N/A	N/A	0	0	0	7
1	34	16	N/A	N/A	0	0	0	10
2	14	10	N/A	N/A	0	0	0	15
3	25	17	N/A	N/A	1	0	0	11
4	65	24	10	10	2	0	0	15
5	12	7	10	10	2	0	0	9
6								
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<p><u>During the day:</u> One literacy intervention staff – small groups At-Risk – Resource Room – small groups Reading Recovery teacher – one-on-one services American Reads and Learning Leaders –one-on-one services; small group Everybody Wins –lunch time reading Program –one-on-one services Extended Day (50 minutes three days a week) – Tuesday thru Thursday (Foundations in 12:1:1 and Wilson in Resource Room) <u>After school:</u> Title III programs – Science and Health –small groups (10-15 children with two teachers) Stories Come Alive at PS 1 - small groups (15-20 children with two teachers) <u>Saturday:</u> Grade 4 - small groups (10-15 children with two teachers) two hours for 10 weeks including one beginner ELL group of 4-5 students and one intermediate group of 2-5 students.</p>
Mathematics	<p><u>During the day:</u> Math Intervention- small group and individual Extended Day (50 minutes three days a week) – Tuesday, Wednesday, and Thursday <u>Saturday:</u> Grade 4 - small groups (10-15 children with two teachers) two hours for 10 weeks</p>
Science	<p><u>During the day:</u> Extended Day (50 minutes three days a week) - Tuesday, Wednesday, and Thursday Jack Ruolo –Science Staff Developer works with small group in Grade 5 twice a week for 50 minutes Seung Lee –the upper grade science teacher takes small group in Grade 4 twice a week for 50 minutes. <u>After school:</u> Lego Robotics - small groups (10-15 children)</p>
Social Studies	<p><u>During the day:</u> Extended Day (50 minutes three days a week) - Tuesday, Wednesday, and Thursday</p>

At-risk Services provided by the Guidance Counselor	<p><u>During the day:</u> Two guidance counselors – at risk services during lunch times –small group and individual Extended Day (50 minutes three days a week) --small group and individual Tuesday, Wednesday, and Thursday</p>
At-risk Services provided by the School Psychologist	<p><u>During the day:</u> Two School Psychologists – at risk services during lunch times –small group and individual Extended Day (50 minutes one day a week) --small group and individual</p>
At-risk Services provided by the Social Worker	<p><u>During the day:</u> One Social Worker – at risk services during lunch times –small group and individual Extended Day (50 minutes one day a week) on Fridays</p>
At-risk Health-related Services	<p><u>During the day:</u> One Nurse – at risk services during lunch times –small group and individual Extended Day (50 minutes three days a week) --small group and individual Tuesday, Wednesday, and Thursday for additional services i.e., asthma pump use for Grades 3, 4, & 5 children.</p>

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of P.S. 1's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the P.S. 1 School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, School Survey Report, Common Core Standards;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

P.S. 1 will further encourage school-level parental involvement by:

- providing opportunities for parents to attend the annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support leadership in education for children, parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers through Learning Leaders;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or publication designed to keep parents informed about school activities and student progress;
- providing bi-monthly curriculum updates for parents
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

P.S. 1, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;

- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;
- providing parents training in Department of Education assessment systems i.e., ARIS Parent Link

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);

- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- try my best to learn always.

OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K–12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011–12

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 into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader Charles Amundsen/ Ada Cordova	District 02	Borough Manhattan	School Number 001
School Name Alfred E. Smith Elementary School			

B. Language Allocation Policy Team Composition [i](#)

Principal Amy Hom	Assistant Principal Silvana Ng
Coach Susie Tsang, ELL/Literacy Coac	Coach Jack Ruolo, Science Coach
ESL Teacher Mary Chen/ K Teacher	Guidance Counselor Penny Lee
Teacher/Subject Area Victoria Curry/Special Ed	Parent Tsui Ying Li
Teacher/Subject Area Gianghi Luong/Reading Recovery	Parent Coordinator Cindy Lau
Related Service Provider Alyssa Levy	Other Donna YungChan/Bilingual ICT K
Network Leader Ada Cordova	Other type here

C. Teacher Qualifications [i](#)

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

Number of certified ESL teachers	7	Number of certified bilingual teachers	5	Number of certified NLA/foreign language teachers	0
Number of content area teachers	0	Number of special education teachers with	0	Number of teachers of ELLs without	0

with bilingual extensions		bilingual extensions		ESL/bilingual certification	
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	515	Total Number of ELLs	197	ELLs as share of total student population (%)	38.25%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1. For the school year 2011– 2012, we will continue to follow federal and state conditions and regulations in terms of initial identification of those students who may possibly be ELLs. When parents are registering their children for school, the Home Language Identification Survey (HLIS) is given to determine LAB–R eligibility. Our secretary will provide the HLIS survey during registration. Cindy Lau and Livia Cheung will be available for translations with parents if needed. Susie Tsang (Literacy Teacher) and Silvana Ng (Bilingual Lincensed), both trained pedagogue, are responsible for conducting the initial screening and administering of the HLIS and signing off on the documents. If the home language or student's native language is not English, an informal oral student interview is conducted in both English and the native language by either Susie Tsang or Silvana Ng. Questions consist of previous schooling, family history, their interests and hobbies. If the student is determined to be an ELL, then the student will be administered the LAB–R. Within 10 days of enrollment, Susie Tsang will administer the LAB–R to the students who were identified as ELLs. If the student is a Spanish speaking ELL, the LAB–R is administered first and if the student's hand scores qualifies him or her as an ELL, then the Spanish LAB is given by Robert Rechy, a trained Spanish bilingual pedagogue within the same 10 days of enrollment.

Supervising this process of initial identification and assessment and follow through including administration of the HLIS, and LAB will be the Assistant Principal, Silvana Ng, who is also bilingual licensed. The completed surveys will be inputted into ATS and a report will be generated for initial identification of possible ELL status.

The steps we take to annually evaluate ELLS using the New York State English as a Second Language Achievement Test are that the NYSESLAT has always been administered by an ELL/ Bilingual licensed staff member over the span of time permitted for the state testing period. The ELL children are grouped by grades and are brought to a separate location. If half of the class are ELLs and are required to take the test, the ELL teacher will r... We train our teachers early to proctor the exam and to abide by all state re... and adm... 2* 3* 4* 5*

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

6 ● 7 ● 8 ● 9 ● 10 ● 11 ● 12 ●

2. The follow... Check all that apply... school to ensure that parents understand programs. Parents are encouraged to attend our annual grade orientations. These dates are scheduled in June with tentative dates for parents' work schedules. All notices and workshop sessions are translated in Chinese and Spanish. The grade parent orientations are scheduled for the first two weeks in September. Parents attend these sessions with their child's classroom teachers. The parents of students who are identified as ELLs based on their hand-scored LAB-R scores are requested to attend an ELL orientation meeting by the 2nd week of September. At this time, ELL Parents are invited to view The Parent Connection, the orientation video for parents of newly enrolled English language learners, discuss their concerns, and ask questions about available programs. We also offer another ELL parent orientation at the beginning of October for those parents who were unable to attend the first orientation. In addition, during Parent Teachers Conferences we hold additional video sessions to address concerns and questions with our Parent Coordinator, Cindy Lau and Susie Tsang, our ELL intervention/ Literacy coach. This is also the time we continue to speak to the parents about the three choices Transitional Bilingual, Dual Language, and Free Standing ESL. We inform the parents that we offer Free Standing ESL for the majority of the parents who wants ESL. However, if 15 or more parents in consecutive grades wants Transitional Bilingual Education, then a program/class will be offered at the school. For those interested in a Dual Language program, they will need to determine which school in their district offers a Dual Language program and apply for a transfer there. During the course of the school year, when new students come into the school and are identified as ELLs, we will have one on one meetings with the parents to view the video, fill out parent surveys and entitlement letters and to discuss the program choices.

3. To ensure entitlement letters as well as parent surveys and program selection are distributed and returned, Cindy Lau, our parent coordinator has a copy of all the children who are identified as ELLs. We distribute the letters after the initial video orientation in September. Every parent signs for the letter which also verifies attendance at the meeting or just verify receipt of entitlement letter. Afterwards there are two documented phone calls including date and time of outreach for every family who did not return the letter. In most cases this is sufficient. However there have been cases when we notify the classroom teachers to assist in contacting parents before or afterschool or until Cindy can speak to them about the entitlement letter. For these extreme cases we ask the parents to stay so we can explain the letter and ask them to sign and return immediately.

The letters are all returned to the office and to Cindy only. Furthermore we have set up individual appointments with parents about the letter and its requirements. Our timeline begins in September with a workshop and Parent Orientations, November and March follow ups during parent teacher conferences and additional workshops, December, January, and February phone calls if necessary for reminders. In most cases we spend the full school year in contact with parents to ensure that entitlement letters are signed and returned.

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

5. After reviewing the Parents Surveys and Program selections this year in most if not all cases, the parents prefer ESL services and free standing programs. The trend tends to indicate so from data collected in the past three years. Their main concerns were that their children will be pulled out of their classrooms too much (in some cases to account for the mandates, a child can be pulled out for ten periods a week). Most parents want their children to speak and learn more English in school. They feel that the children can learn from each other at all levels. They would prefer not to isolate their children and to expose them to as much oral language as possible in the early years. So we have been able to provide push into classroom programs, where the ESL teacher works with the children alongside the classroom teacher.

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

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

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

In 2010–2011 – 49 ESL requests of 62 program choice selection forms.

In 2011–2012 – 46 ESL requests of 52 program choice selection forms.

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

three days for a cycle of eight weeks in the beginning of the school year.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

This

school

offers (check all that apply):

Transitional bilingual education program	Yes●	No*	If yes, indicate language(s):
Dual language program	Yes●	No*	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	197	Newcomers (ELLs receiving service 0-3 years)	170	Special Education	24
SIFE	0	ELLs receiving service 4-6 years	27	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	170		22	27		2				197
Total	170	0	22	27	0	2	0	0	0	197

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

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)											
K-8											
Number of ELLs by Grade in Each Language Group											
	K	1	2	3	4	5	6	7	8	TOTAL	

	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____
	Other: ____

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	6	1	5	3	2	0								17
Chinese	41	47	26	24	26	14								178
Russian														0
Bengali														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other						2								2
TOTAL	47	48	31	27	28	16	0	197						

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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

2./3. The goals throughout our school-based planning and program implementation have been to prepare all our

A. Programming and Scheduling Information

students to be responsible and productive participants in the community. Our focus has been on developing communication skills and critical thinking skills in all content areas especially for our second language learners. Also we will continue to collect data and analyze the periodic assessments to support the children's learning and our teaching practices. We will also deepen our work with the Common Core Standards to align with our curriculum especially for our ELL students focusing on the Language standards.

The classrooms throughout the school are print and language rich environments in which children work cooperatively and are provided with experiences through which they learn to question, think, and take risks. The children are encouraged and given opportunities to evaluate their own learning. High standards and expectations are clear to all and there are constant discussions about children's responsibility to do their best.

P.S. 1 services the English Language Learners through self contained free standing classrooms. All classes are heterogeneously grouped. We have 7 ESL licensed teachers and 5 Bilingual licensed teachers. Teachers in these classrooms are New York State ESL licensed instructors. In addition to supporting ELL instruction, licensed ESL/Bilingual small group teachers push-in whole class instruction (5:1) and small group instruction (1:1 or 5:1). In grade 1 through grade 5, there is an average of 5-10 ELL students in at least two classes per grade who are identified as intermediate or advanced. These students are serviced by ELL licensed self contained classroom teachers or by ELL licensed small group instruction to meet all mandated minutes. There are less than 3 children identified as beginners in grades 3, 4, & 5. We use Native Language when deemed necessary and instruction is delivered by licensed ESL and Bilingual teachers.

Accordingly ESL, ELA and NLA instructional minutes are counted as fifty minutes periods a day. At-risk grade 1 English Language Learners are eligible for the Reading Recovery Program. This is an early intervention program that targets children in grade one who might be at-risk for reading failure. The reading recovery teacher works daily one-on-one with children selected for this program. This reading recovery teacher is a bilingual licensed teacher. In Kindergarten, the ESL licensed teachers are team teaching with another teacher on the grade to support the ELL learners. In addition the grades K, 1, 2 and 3 ELL students and special education students will be serviced in a small group setting (as small as 1:1 or 5:1) by additional reading specialist teachers who are ELL licensed. These ELL teachers will be expected to push in with students in the classroom. They will focus on specific reading, writing, speaking, and listening strategies similar to the balanced literacy program. These licensed ELL teachers will work alongside the classroom teachers to plan for each of their ELL students. Working portfolios and attendance will be used to track assessments and progress of each student in addition to results from NYSESLAT, LAB-R, ECLAS 2, EPAL, New York State ELA and Math scores in grades 3,4, &5 and the Acuity Interim Assessments. In grade 4 and 5, the ELL students will be placed with an ELL/Bilingual licensed teacher for full day instruction. The teachers will work with these students in small groups (5:1) and individually (1:1). Additional sessions in small groups will service these children. We follow all federal and state mandates as per CR Part 154.

Explicit ESL delivered in each program:

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

A. Programming and Scheduling Information

programs such as Foundations, Wilson, Imagine Learning (computer based program), Great Leaps, or Making Meaning.

Explicit ELA delivered in each program

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

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)			
100% Also to assure the mandated number of instructional minutes are provided according to proficiency levels: 75% The implication for the school's instruction includes making sure we are servicing the children as mandated by CR 50% Part 154. We identify which children are entitled to services and weekly schedules are posted on the classrooms 25% doors to indicate ESL periods. Every t				
	Dual Language			
100% instruction. Advanced students receive 180 minutes per week.				
75% 4. 100% of our classes are freestanding ESL program thus we do not evaluate the students in their native 50% languages. We do not offer TBE/DL prog 25%				
	Freestanding ESL			
100% a. If we had SIFE students - we will provide the students small group instruction with the literacy teachers and 75% licensed ESL content teachers. In addition we will assess the child to see if the child would qualify for programs 50% such as Foundations, Wilson or Great Lea 25%				
TIME	BEGINNERS	INTERMEDIATE	ADVANCED	

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

licensed teachers for full day instruction. We use additional assessments such as ELCAS 2 and reading records to monitor progress. If no progress is made, we search out alternative resources including special needs. In

B. Programming and Scheduling Information--Continued

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9. We will include these children in with our Title III, extended day programs (listed below is an example). They will now become mentors for the beginners and new ELLs in our school.

* Family Literary Theater (Stories Come Alive at PS 1)

As part of pictorial documentation and the use of technology, we will purchase two IPAD 2 tablets with the ability to record and film for each class, which will be compatible to our computers in the classrooms. We will need supplies such as photo paper, ink cartridges, memory sticks and cards, blank CD ROMS to burn pictures with storage containers, batteries for the camera and two IPAD 2 cases. The children will learn how to use the camera function on the IPAD 2 to download pictures, and create short documentaries of their experiences. Also the children will learn how to use the digital and flip cameras to download pictures and create short documentaries of their experiences. They will create a power point presentation on CD ROMS. We will also purchase student APPS for the IPAD2 to increase learning engagement of the children. We will set aside \$200 to purchase the APPS.

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C. Schools with Dual Language Programs

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

No Dual Language Program in our school.

Courses Taught in Languages Other than English

D. Professional Development and Support for School Staff

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

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

Staff development for teachers includes a support group for new teachers as well as New Teacher Training in August. Also the teachers will have the opportunity to work with staff developers from Teacher's College and attend Saturday Reunion as well as calendar day workshops. In addition, Teacher's College offered a series of ELL focused workshops for teachers with self contained and small group classes. ESL issues will also be addressed during faculty conferences, staff development days, and monthly grade meetings. In addition we will train teachers to implement literacy intervention programs such as Foundations, Wilson, Great Leaps, Imagine Learning (computer based program) or Making Meaning.

Staff developers, Kristi Mzar, Shana Frazin, , Kaye Lawson and our Literacy Coach, Susie Tsang will be working with teachers in groups and individually to model best ELL literacy practices. Our Science Coach, Jack Ruolo will continue to work with new teachers and mentor teachers on each grade to address issues dealing with developing an understanding of Science content knowledge and ESL strategies. Our September staff development days included strategies for assessing all children including through conferencing and observations as well as aligning Common Core Standards to our curriculum. In addition teachers on the grade and across grade spent time analyzing assessments and planning for instruction. We will continue this year to focus on developing our leveled libraries to make sure every child had a text to engage in during independent reading. We asked the children, what they were reading and how do they know the books were just right for them. We will continue to look at the components of the Language Allocation Policy. We will continue to work with Susie Tsang, our ELL Intervention teacher, to attend and turn key information from cohort meetings and workshops. Also aligning to these workshops, two teachers (grade 1 and ELL intervention teacher) will be attending monthly ELL workshops with Maryann Cuchiara and with other ELL teachers to share effective strategies and to support academic language in classrooms. This is our fourth year participating in this program. In addition we will have Kaye Lawson, an AUSSIE staff developer work with ELL teachers to implement strategies to support the children in the classroom. She will plan with data and focus on an inquiry group based on the data.

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Mentor – Teacher (Experienced) mentors New Teachers:

1. Christine Wong Lower 12:1:1 gr K & 1 mentors new teachers *Jennifer Yuen Upper 12:1:1 gr 3,4, & 5 & Lower 12:1:1 gr 2&3
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*ESL/ BIL State Licensed Teachers. We have 7 NYS licensed ESL teachers and 5 Bilingual Certified Teachers.

E. Parental Involvement

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

1. Parent Involvement is a main focus in our school. We have a great deal of outreach besides the necessary involvement which includes the School Leadership Team and other similar committees. We have a Family Room for parents to socialize and meet other parents. All parents including those of English Language Learners are provided with an orientation on State Standards assessments, school expectations and general program requirements early in the school year at PTA meetings and in grade specific parent orientation meetings. We work with the community coordinator, parent coordinator, literacy coaches and science coach to design and to implement series workshops to assist the parents of English Language Learners in understanding the school curriculum, particularly balanced literacy and TERC Investigations.

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

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

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

2. English Language Learners are included in all school activities and programs with The National Dance Institute, American Ballroom Dance Institute, ART, Inc., Young Children's Chorus, Children's Museum, Penny Harvest, Generation On, Lego Robotics, Cookshop, Swim Program, People's Garden from Cornell University and Asia Society. These programs and CBO partnerships provide additional opportunities for our children to perform and develop their visual art skills. There are many other resources including: Everybody Wins, Junior Achievement, America Reads and America Counts with Pace University and New York University, Asian American Council, Asian Professional Extension Programs, Brooklyn and Manhattan International High Schools Interns, America Reads, American Ballroom, The National American Chinese Community Center, New York Department of Health, New York University,

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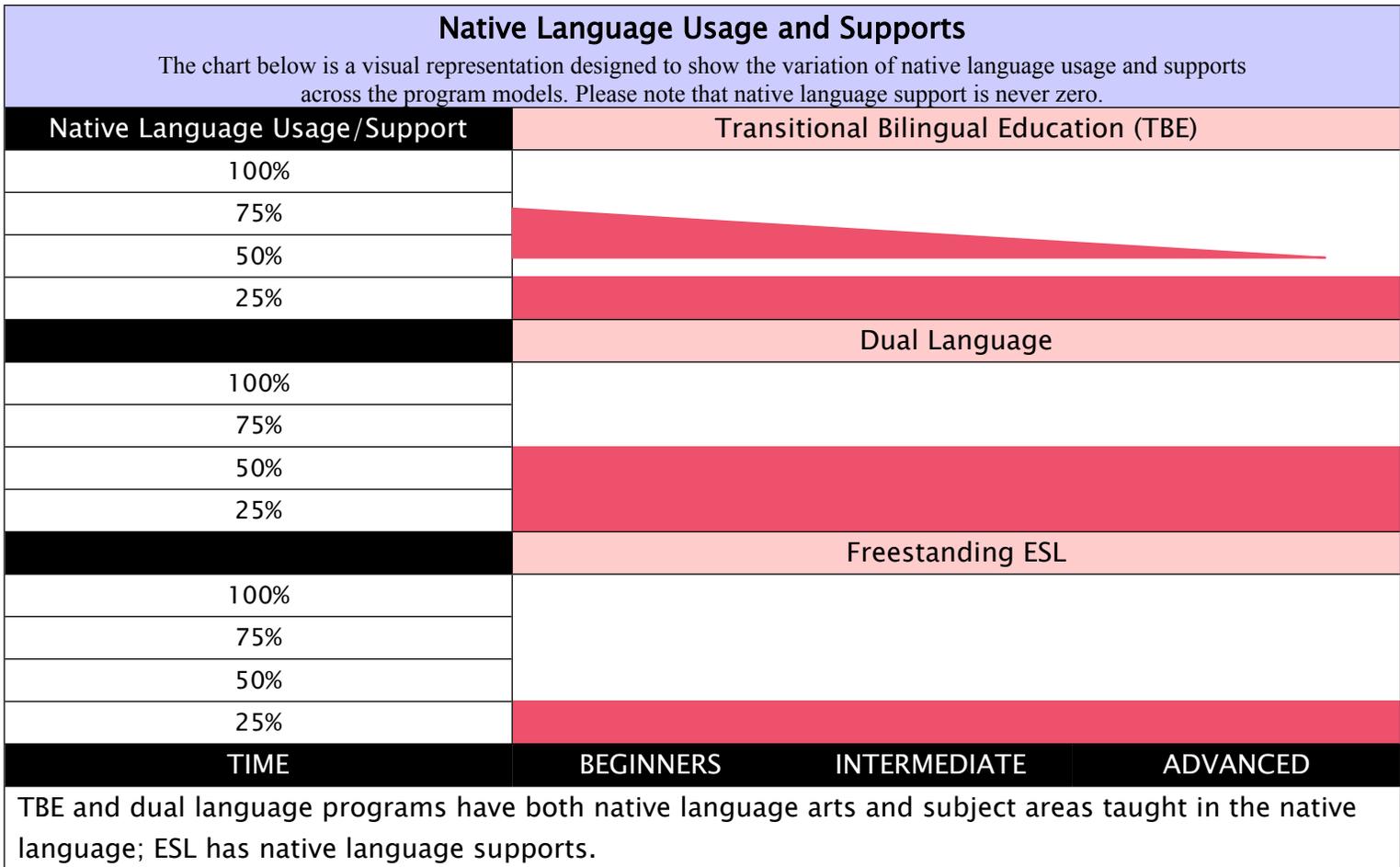
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9–12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>a//</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>a//</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



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Studies around ELL learners state that they develop deeper understanding with visual supports such as computer programs, pictures, photographs, plays and films. We will once again have Family Literacy Theatre Night once a month. Two teachers and one ESL/Bilingual licensed teacher will work with a group of ten to fifteen ELL students. The children will engage in an opportunity to develop an understanding for the storyline and to interact with the read alouds which are aligned to our balanced literacy program. The children will be exposed to the similarities

C. Schools with Dual Language Programs

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

No Dual Language Program in our school.

D. Professional Development and Support for School Staff

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

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

Staff development for teachers includes a support group for new teachers as well as New Teacher Training in August. Also the teachers will have the opportunity to work with staff developers from Teacher's College and attend Saturday Reunion as well as calendar day workshops. In addition, Teacher's College offered a series of ELL focused workshops for teachers with self contained and small group classes. ESL issues will also be addressed during faculty conferences, staff development days, and monthly grade meetings. In addition we will train teachers to implement literacy intervention programs such as Foundations, Wilson, Great Leaps, Imagine Learning (computer based program) or Making Meaning.

Staff developers, Kristi Mzar, Shana Frazin, , Kaye Lawson and our Literacy Coach, Susie Tsang will be working with teachers in groups and individually to model best ELL literacy practices. Our Science Coach, Jack Ruolo will continue to work with new teachers and mentor teachers on each grade to address issues dealing with developing an understanding of Science content knowledge and ESL strategies. Our September staff development days included strategies for assessing all children including through conferencing and observations as well as aligning Common Core Standards to our curriculum. In addition teachers on the grade and across grade spent time analyzing assessments and planning for instruction. We will continue this year to focus on developing our leveled libraries to make sure every child had a text to engage in during independent reading. We asked the children,

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Previously through District 2 professional development opportunities, teachers were able to develop a collegial and collaborative relationship. They shared their plans and created multiple opportunities for their children to work and learn together in their classrooms. Even though the Region has been restructured, we chose to be a part of the Integrated Curriculum and Instruction Learning Support Organization so that we can continue to be committed to professional development. We believe in many models of good instruction so we are carving out opportunities for our teachers to grow as learners within the school. Presently we have mentors who work with teachers, who have taught less than three years.

Mentor – Teacher (Experienced) mentors New Teachers:

1. Christine Wong Lower 12:1:1 gr K & 1 mentors new teachers *Jennifer Yuen Upper 12:1:1 gr 3,4, & 5 & Lower 12:1:1 gr 2&3
2. Susie Tsang ELL Intervention Literacy Coach mentors *Jennifer Yuen Upper 12:1:1 Grades 3, 4, & 5

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

E. Parental Involvement

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

1. Parent Involvement is a main focus in our school. We have a great deal of outreach besides the necessary involvement which includes the School Leadership Team and other similar committees. We have a Family Room for parents to socialize and meet other parents. All parents including those of English Language Learners are provided with an orientation on State Standards assessments, school expectations and general program requirements early in the school year at PTA meetings and in grade specific parent orientation meetings. We work with the community coordinator, parent coordinator, literacy coaches and science coach to design and to implement series workshops to assist the parents of English Language Learners in understanding the school curriculum, particularly balanced literacy and TERC Investigations.

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

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

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

2. English Language Learners are included in all school activities and programs with The National Dance Institute, American Ballroom Dance Institute, ART, Inc., Young Children's Chorus, Children's Museum, Penny Harvest, Generation On, Lego Robotics, Cookshop, Swim Program, People's Garden from Cornell University and Asia Society. These programs and CBO partnerships provide additional opportunities for our children to perform and develop their visual art skills. There are many other resources including: Everybody Wins, Junior Achievement, America Reads and America Counts with Pace University and New York University, Asian American Council, Asian Professional Extension Programs, Brooklyn and Manhattan International High Schools Interns, America Reads, American Ballroom, Theater, American Circus, Generation On, New York Department of Health, New York University,

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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)	49	11	8	3	1	2								74
Intermediate(I)	20	8	8	3	4	5								48
Advanced (A)	18	21	13	27	11	13								103
Total	87	40	29	33	16	20	0	0	0	0	0	0	0	225

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING / SPEAKING	B	6	5	0	2	0	1							
	I	19	8	4	1	2	3							
	A	12	17	6	9	4	10							
	P	8	26	27	23	20	17							
READING / WRITING	B	16	9	6	2	1	2							
	I	19	3	8	3	4	5							
	A	6	13	13	24	11	10							
	P	4	31	10	6	10	14							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	16	13	0	32
4	3	11	11	0	25
5	11	11	12	0	34
6					0
7					0
8					0
NYSAA Bilingual Spe Ed				1	1

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0		10		15		8		33
4	0		4		12		10		26
5	0		9		12		13		34
6									0
7									0
8									0
NYSAA Bilingual Spe Ed							1		1

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			1		18		6		25
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native 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.

1. The assessment tools we use as a school to assess the early literacy skills of our ELLs are strands of ECLAS-2 and TCRWP (reading records). From our TCRWP data we noticed that we have 39% of our children including our ELL population are on or above grade level in grade K thru 5.

For this school year 2011-2012, we noticed that the ELL students in September are at 47% needs support. We are currently still gathering more comprehensive assesment to further inform our instructional practices. We are confident that the percentage of needs support will decrease during the school year as it had been in previous years. This information will allow teachers to identify literacy strengths and weaknesses of their ELL students and provide instruction that will meet the needs of their ELL students.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: <u>Alfred E. Smith</u>		School DBN: <u>02M001</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Amy Hom	Principal		12/1/11
Silvana Ng	Assistant Principal		12/1/11
Cindy Lau	Parent Coordinator		12/1/11
Mary Chen	ESL Teacher		12/1/11
Tsui Ying Li	Parent		12/1/11
Donna Yung Chan	Teacher/Subject Area		12/1/11
Gianghi Luong	Teacher/Subject Area		12/1/11

School Name: Alfred E. Smith

School DBN: 02M001

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Susie Tsang	Coach		12/1/11
Jack Ruolo	Coach		12/1/11
Penny Lee	Guidance Counselor		12/1/11
Ada Cordova	Network Leader		12/1/11
Victoria Curry	Other <u>Sp Ed teacher</u>		12/1/11
Alyssa Levy	Other		12/1/11
	Other		12/1/11
	Other		12/1/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 02M001 **School Name:** Alfred E. Smith Elementary School

Cluster: 2 **Network:** 206

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

Part A: Needs Assessment Findings

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

P.S. 1 uses the Home Language Survey to gain information as to which language is most often used at home. In the past the parent coordinator and the community coordinator worked together to provide the parent community with a needs assessment surveys. The needs survey also asks parents in what language they would like to receive school information. Based on the results from the surveys, we provide services for the parents from curriculum workshops to ESL classes. However this year we will continue to refer to the NYC School Surveys for data. From this we then strategically provide same workshops simultaneously in specific languages.

According to our Learning Environment Survey 2010-2011, 73% of our parents indicated that paper translated materials were the best way to get information home about the children and school. We had workshops with parents to discuss how ARIS reports will assist them in following their child's progress in school on the internet. We plan to have additional workshops to support our parents in ARIS. We hope to increase the parents use on other forms of communications to include email. Additional language data is also reviewed from ATS. Approximately 355 families speak Chinese (majority speak Mandarin and the remaining speak Cantonese and an unknown Chinese dialect). We also have 26 families speaking Spanish and the remaining families speak English.

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

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

Part B: Strategies and Activities

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

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

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

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

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

For the 2011-2012 school year, grade parent orientations were scheduled during the second and third week in September. Invitations were translated for the parents and teachers follow up with telephone conversations with parents who failed to return a response. The teachers rescheduled appointments before and after school. In addition, all families of ELL are invited to view "The Parent Connection," the orientation video for parents of newly enrolled English language learners; to discuss their concerns; and to ask questions about available

programs. Our parent coordinator spends additional time to account for every family by providing second notices and then calling families on the phone. This is so to ensure we communicate information about the school's academics programs and students' participation.

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

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>.

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

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

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

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Alfred E. Smith Elementary	DBN: 02M001
Cluster Leader: Charles Amundsen	Network Leader: Ada Cordova
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="radio"/> Before school <input type="radio"/> After school <input type="radio"/> Saturday academy <input checked="" type="radio"/> Other:
Total # of ELLs to be served: 75 Grades to be served by this program (check all that apply): <input type="radio"/> K <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12
Total # of teachers in this program: 8 # of certified ESL/Bilingual teachers: 4 # of content area teachers: 4

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: Alfred E. Smith Elementary Public School 1 is located in Community District 2 in the heart of Chinatown. P.S. 1 is a five-story structure that was completed in 1897. The total student population from Pre-Kindergarten to grade 5 is approximately 515 of which 458 are in general education, 199 in bilingual/ ESL education (which makes up 39% our school population), 30 in the ICT program, 11 in resource room, and 28 in self contained special education. The student ethnic composition consists of 69.9% Asian and others that include Pacific Islanders, Alaskan Natives and Native American's, 16.7% Hispanic, 11.6% African American, and 1.8 % white, and 56.4% are males and 43.6% are females. The school's average daily attendance is 95%. The school is a Title I School wide Project school with the Universal Free Lunch Program. PS 1's Title III program supplements instruction for English Language Learners and will target all 199 children of the school's beginning, intermediate, and advanced ELL including newly arrived children.

There are 3 Super Start pre-kindergarten classes, 3 kindergarten classes and 1 ICT kindergarten class, and three self-contained special needs education classes one in the lower grade K/1, one lower grade 2/3, and one upper grade 3, 4 and 5. There are 3 first grade classes and 1 ICT first grade class, 2 second grade classes and 1 ICT second grade class, 2 third grade classes and 1 third grade ICT class, 2 fourth grade classes and 1 ICT fourth grade class, and 2 fifth grade classes. The kindergarten and grade 1 classes are transitional programs with ELL support due to the fact that most of our children are beginners at these levels.

PS 1 has Free Standing ESL classes in which students receive instruction in 100% English. English Language Learners in these classes are serviced through state licensed ESL / Bilingual teachers. Children in other classes are serviced through whole class push-in or pull-out small group instruction with an ESL-licensed teacher. School wide the ELL instruction will focus on non fiction studies and the use of technology as a tool to support learning. The Language Allocation Policy, will ensure that our children, who are limited English proficient, including immigrant children and youth, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging State academic content and state academic achievement standards as all children are expected to meet.

High Quality Instructional Title III Programs:

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

Part B: Direct Instruction Supplemental Program Information

purchases. After such trips the children will re create their own supermarkets and food stands in the classrooms. Such experiences and opportunities will support them in their lives in society. If there are additional funds, from October through May, children will be serviced by a bilingual or ELL-licensed teacher in a small-group setting of no more than ten students. The extended day program will be scheduled for one and a half to two hours after school, once per week for ten weeks. The children will be engaged in a non-fiction content study, specifically in a culinary institute focusing on preparing American foods. Also children will keep food journals to increase their independent skills and practices for reading and writing.

The teams of teachers will organize the classes according to the levels identified by the NYSESLAT scores and the data from our Language Allocation Policy (LAP) reports. We will incorporate teaching strategies used within our balanced literacy program (i.e., read aloud, shared reading, and guided reading and writing). The classroom teachers will organize the small classes which will reflect classroom work and assessments. Also the children will keep food journals to note their word work, writing drafts, and a reading log to identify the book titles. There will be no more than 12 intermediate and advanced second through fifth grade ELL in a class. We will also include proficient students from the school year 2010 and 2011. Expenditures will include consumables such as cooking ingredients, Xeroxes for recipes, and supplies, related literature to support ELL literacy and language development, and visits to food markets and restaurants to build English language skills in concrete contexts. We will create a recipe book for each child to document the learning.

As part of pictorial documentation and the use of technology we will purchase two IPAD 2 tablets with the ability to record and film for each class that will compatible to our computers in the classrooms. We will need supplies such as photo printers, photo paper, ink cartridges, memory sticks and cards, blank CDROMS to burn pictures, batteries for the camera and camera cases. The children will learn how to use the camera function on the IPAD 2 to down load pictures, and create short documentaries of their experiences. They will create a power point presentation on CDROMS.

In additional as part of the extended day program, another opportunity will engage the ELL children in a non-fiction content study, specifically focusing on learning to build their knowledge about nutrition and healthy living. This opportunity will allow the children to be exposed to specific language about good foods and bad foods. For part of the time, in the last 20 minutes of each session, the children will engage in activities to learn how foods are broken down by the body to create energy and support the development of different muscles. The children will be learning about the human body and how it works. They will be able to verbally identify body parts and how different activities uses different parts of the body and muscles. The children will engage in team and individual sports. In this program we will invite former ELL students to attend. This program will be scheduled for one and one half to two hours after school, once per week for ten weeks.

To support the content areas, the ELL students will have full access to the books within our classroom libraries. One of the two teachers will be ESL/ Bilingual certified. In addition there will be an ESL certified teacher in charge to facilitate all staff development sessions with an Aussie staff developer who has multiple experiences working with our ELL population. She will continue her work in the afternoons with the Title III teams. The teams of teachers will organize the classes according to the levels identified by the NYSESLAT scores and the data from our Language Allocation Policy (LAP) reports. We will incorporate teaching strategies used within our balanced literacy program (i.e., read aloud, shared reading, and guided reading and writing). This year will we also align the curriculum maps to common core standards with the support of the Aussie staff developer. In addition we hope to create a performance task that is aligned to the Department Of Education requirements.

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

Healthy Me – Lower grade and Upper grade:

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

Certain aspects of this program:

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

Children will learn to:

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

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

Since most of the nutrition and fitness programs are in the upper grades we will create a session for our

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first grade children of the “Healthy ME” program. From our LAB data we are noticing an increase enrollment of ELLs on this grade. We will create a similar “healthy me” enrichment program that will align with the grade 1 science standards and the upper grade. There will be no more than 15 children with two teachers (common branches and ESL licensed). The program will meet twice a week for an hour. The group will consist of current ELLs (all levels of proficiency) and former ELL students who have passed out less within a year. Creating such a program so early in their years, we will be able to follow these children through the grades to gather data to show long term progress. This program will increase the children’s knowledge about how their bodies work and function. The content knowledge will be aligned to the social studies and science standards thus giving the children another opportunity to learn the materials as discussed during the regular school day. This will increase the students overall performance and achievement. We will use practices from the SPARKS fitness program.

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

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

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

On a side note from our Progress Report 2010-2011, our school receive additional credit for exceptional gains by English Language Learners, and students starting with the lowest proficiency. Our school earned full additional credit when our results were in the top 20% of schools citywide.

Family Literary Theater (Stories Come Alive at PS 1)

As part of pictorial documentation and the use of technology we will purchase two IPAD 2 tablets with

Part B: Direct Instruction Supplemental Program Information

the ability to record and film for each class that will compatible to our computers in the classrooms. We will need supplies such as supplies including photo paper, ink cartridges, memory sticks and cards, blank CDROMS to burn pictures with storage containers, batteries for the camera and two IPAD 2 cases. The children will learn how to use the camera function on the IPAD 2 to down load pictures, and create short documentaries of their experiences. Also the children will learn how to use the digital and flip cameras, down load pictures, and create short documentaries of their experiences. They will create a power point presentation on CDROMS. We will also purchase student APPS for the IPAD2 to increase learning engagement of the children. We will set aside \$200 to purchase the APPS.

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

There will be a consensus in which film will be shown and during what time of the school year. In addition the children will be visiting local movie and Broadway theatres to learn about how movie theatres decide which movie to show and what a Broadway theatre looks like. The children will also engage in advisement opportunities to encourage others to see the film. This opportunity will increase the children's oral language development and expose the children to American culture.

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

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

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

LEGO Robotics Team – Generalist teacher working with the ELL Coordinator

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

Part B: Direct Instruction Supplemental Program Information

progress. Certainly this will increase the students overall performance and achievement. The team may also meet on Saturdays.

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

The teachers who are engaged in the Title III extended day program will be given time to meet before, during and after the program to plan, gather materials, and analyze assessments. The teachers will meet with staff developers (including Silvana Ng, Assistant Principal (Bilingual certified) and Kaye Lawson, AUSSIE) two hours before the first session to plan and gather books and materials. Once the program is underway, these teachers will work with individual staff developers for three one-hour sessions to discuss strategies for meeting the individual needs of the ELL students and how to plan for their instruction. The staff development will be continuous and with a chunk of time to look at student writing.

Assessments – Measurable outcomes

The teams of teachers with Kaye Lawson the staff developer will organize the classes according to the levels identified by the NYSESLAT scores and the data from our Language Allocation Policy (LAP) reports. We will incorporate teaching strategies used within our balanced literacy program (i.e., read aloud, shared reading, and guided reading and writing) as well as aligning the curriculum maps to the Common Core Standards. The classroom teachers will organize the small classes which will reflect classroom work and assessments

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

We will continue to reference and use assessments such as TC Assessment Pro, ELCAS 2, LAB-R, NYSESLAT, NYSTART, State ELA & Math, and the State science exams. This year will include performance tasks in ELA and Math. Teachers will also develop on-going formal assessments such as on-demand writing assignments and evaluating them against the rubrics as well as informal assessments such as observations and collecting and analyzing conferencing notes. For the end of the year final projects, we will collect the children's best writing pieces with pictorial documentations of the children's learning process to display for the community, "Images of Excellence" Fair.

Part C: Professional Development

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

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

Begin description here:

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

Staff developers Kaye Lawson, AUSSIE and literacy coach, Susie Tsang, and Silvana Ng, the Assistant Principal (Bilingual licensed) will be working with teachers in groups and individually to model best literacy practices. Having Kaye for extra time for the Title III program will bridge the work from the school day and after school programs. It will be ongoing and in a continuous fashion instead of one shot workshops. Maryann Cuchiara, our network ELL specialist with Victoria Curry and Sandra Wharwood our collaborating teachers, will be conducting monthly professional study groups around ELL issues with the teachers involved with the Title III programs. The groups are made up of classroom teachers and cluster teachers from every grade including our science teachers, physical education teachers, and reading recovery teachers. They will continue to discuss issues teachers are struggling with in classrooms including effective speaking and listening opportunities and strategies for our ELL learners. From data gathered, we will place great efforts to work with the grade 3, 4, & 5 students. We will use this target group on for our school Inquiry Team project. We will continue to identify effective teaching strategies.

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

This year we will have Jack Ruolo (Science Staff Developer) and Seung Lee (upper grade science specialist) conduct small group instruction for intermediate and advance ELLs. They will be using computers to support their lessons. They will give the group extra instruction around a science topic and further breakdown the lessons for the children in terms of vocabulary and language skills.

The teachers who are engaged in the Title III extended day program will be given time to meet before, during and after the program to plan, gather materials, and analyze assessments. The teachers will

Part C: Professional Development

meet with staff developers (including Silvana Ng and Kaye Lawson, AUSSIE) two hours before the first session to plan and gather books and materials. Once the program is underway, these teachers will work with individual staff developers for five one-hour sessions to discuss strategies for meeting the individual needs of the ELL students and how to plan for their instruction.

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

Staff developers (Maryann Cuchiara and Kaye Lawson) work with teachers on:

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

Part D: Parental Engagement Activities

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

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

Begin description here:

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

For the 2011-2012 school year, grade parent orientations are scheduled for the first two weeks in September. All families of ELL students are invited to view "The Parent Connection," the orientation video for parents of newly enrolled English language learners; to discuss their concerns; and to ask questions about available programs. As with all events for families at PS 1, translators will be available to facilitate discussion. We will continue our Saturday Workshops for parents with APEX volunteers from February - June for two hours. We will speak to the parents about subject topics to meet their needs, i.e., focus on obtaining citizenship. To address the different dialects we will ask the parents to return commitment slips and to indicate on the slips their language preferences. From past experiences, the parents speak Mandarin, Cantonese, Toinese, and Fukinese. We group the parents with a translator. Translators can be the parent coordinator, community coordinator, family workers, paras or teachers.

Part D: Parental Engagement Activities

Also from our School Surveys 73% of the parents wanted paper sent home with their child as the best way to get information to them. We are very aware of our parents needs and memo and announcements are in writing as well as we make daily oral reminders during morning line up.

ELL Parent Classes – Every Fall and Spring of school year

We work with the We Are New York Project from the NYC Mayor’s Office of Immigrant Affairs to organize a Chinese Conversational group once a week to service one class of 25 adult participants for 10 weeks including orientation. The WANY project is a program that believes that New Yorkers, working together could provide immigrants with an opportunity to practice English and learn about City services while providing opportunities to develop leaders. Prior to the formation of each class, an assessment and interviewing process determine each participant’s language abilities in reading, writing, speaking, and listening. These assessments determine which course best fits the needs of each participant. Supplies purchased for each participant include student workbooks and conversational books with tapes. For the end-of-year celebration, English-Chinese dictionaries or Spanish-English dictionaries are purchased for each participant as supplied by the Mayor’s office.

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

Part E: Budget

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

Allocation Amount: \$27672

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	<u>\$15,298.00</u>	<u>300 hours of per session for ESL and General Ed teacher to support ELL Students: 300 hours x \$50.06 (current teacher per session rate with fringe = \$15,018.00)</u> <u>10 hours of per session for secretary for clerical duties include making phone calls, Xeroxing, and taking attendance : 10 hours x \$28.00 (current secretary per session rate with fringe =\$280.00)</u>
Purchased services <ul style="list-style-type: none"> High quality staff 	<u>\$ 3,525.00</u>	<u>Aussie , 3 days at \$ 1,175 per day</u>

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$27672

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	<u>\$7849.00</u>	Consumables material: writing tools (folders, markers and pens), paints, chart tablets, art materials, CD players, CD label maker, CD holder, External hard drive, fadeless rolls of bulletin board paper, and markers, pen, printer ink cartridges (black and color), Xerox paper, 2- IPAD 2 with cases& accessories (wiring to connect to laptops, smartboards, and desktops), credit for purchasing APPS for IPADs, leveled content focused books (nonfiction), and book bins.
Educational Software (Object Code 199)	<u>\$1,000.00</u>	Imagine Learning program, interactive white board and ebook packs for ELL Students technology use.
Travel		
Other		
TOTAL	<u>\$27,672</u>	