



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: PS 130 MANHATTAN – HERNANDO DESOTO

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 02M130

PRINCIPAL: LILY DIN WOO **EMAIL:** LWOO@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 |
|-------------------|--|-----------|
| Lily Din Woo | *Principal or Designee | |
| Rena E. Liad | *UFT Chapter Leader or Designee | |
| Erin Ma | *PA/PTA President or Designated Co-President | |
| | 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 | |
| Howard Epstein | Member/staff | |
| Kenneth Mendez | Member/staff | |
| Jennifer Pearsall | Member/staff | |
| Miriam Chan | Member/parent | |
| John Lo | Member/parent | |
| Leslie Ng | Member/parent | |
| Winnie Fung | Member/parent | |

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, the percentage of students in the lowest third of the school will meet the top 40% cutoff for students at the 75th percentile growth or higher in the city on the ELA.

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.
 - ***The school's 2010-11 audited register of 1012 is comprised of the following: 88.0 Asian (Chinese), 4.8% Hispanic, 3.9% White, 1.2% Black, and 2.1% Multi-racial. While less than 2% are recent arrivals from another country, the great majority (approximately 70%) enters school speaking little or no English. This is due to the fact that most are raised by non-English speaking caregivers or relatives while parents work. Many are sent back to China where they reside until they reach school age. In addition, about a third of our entering kindergarten children have had no pre-school experience, as well as some older children who have been raised in very rural areas with limited exposure to school. Many parents are unable to help them with English because they, too, are limited English proficient.***
 - ***65.7% of our students are eligible for free lunch; an additional 15.4% are eligible for reduced fee lunch, bringing our total low-income, disadvantaged population to a little over 82%. Many parents are restaurant workers, manual laborers, home attendants, etc. with very long hours; many have jobs where they are transported by their employers to and from far away locations in New Jersey, Connecticut and Long Island via vans that are provided by the restaurants. Some others, because of the distance, live at the worksite and return home only on their days off. Almost all families have both parents working. As a result, over 80% our children attend after school childcare programs until at least 6:00pm or stay with caregivers who may also be limited English proficient.***
 - ***A review of the progress report data, ARIS reports, and state and city assessment reports of the lowest third indicates that many of these students had been previous ELLs with learning challenges. With higher expectations and more rigorous state standards, continued support for former ELLs is evidently needed as well as differentiated instructional practices to address their challenges.***

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.
- ***Classroom teachers will be required to submit learning goals for each of their children and to report quarterly (October/January/March/May) on their students' progress. Principal, supervisors of the grades and staff developer will monitor progress and have meetings and discussions with***

individual teachers/grades and additional professional development will be provided as needed.

- *Administration, staff developer, and team of lead teachers will summarize findings and planning of next steps.*
- *At risk students will receive support year-round from AIS teachers and student teachers in small groups during the school day through either a push-in or pull-out model. Funding is primarily through Title I.*
- *Students identified as at risk of not meeting standards will attend our early morning intervention program (“Muffin Club”) where they will receive small group instruction with no more than 4-6 children in a group per teacher. Groups will be assessed every 6-8 weeks and participation in a cycle will be adjusted accordingly based on classroom performance and assessments. Cycles generally run about 8 weeks.*
- *One-to-one reading intervention will be given to the most at-risk students through AIS/ESL teachers and America Reads volunteers. Periodic assessments will be made and students will be added or discontinued based on progress in the programs and in the classrooms.*
- *One-to-one buddy reading opportunities with corporate volunteers from the Power Lunch Program during their lunch periods once a week year-round. Students will be selected based on need.*
- *Students identified as at risk (level 1 & 2) will attend an extended school day program that will focus on reading and writing strategies every Tuesday and Thursday from 3:10 pm to 4:40 pm from late November, 2011 through mid-April, 2012.*
- *To provide motivation and reinforcement, students will participate in a variety of arts/performance partnerships that help students improve literacy skills.*

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.*
 - *Parent orientations for every grade (K-5) by grade are conducted in September to inform parents of expectations and curriculum. Orientations are conducted in both English and Chinese, and in Spanish as needed.*
 - *All notices regarding services are provided to parents in the parents’ home language.*
 - *Parent Coordinator and members of the Parents Association Executive Board work closely together with school staff to provide pertinent information to parents regarding resources to help their children.*
 - *In-school translators (for Chinese and Spanish) are provided as necessary for all progress report meetings between the school and the parents. Meetings are held regularly for many of the at-risk students.*
 - *Accommodations are made for parents who cannot meet about their children’s progress during the school day; bilingual school administrators stay as late as 6 or 7pm most days to follow up with students and parents.*
 - *Parents are invited to school performances and class celebrations on a regular basis so that parents can see what the children are learning and*

the positive impact that the arts are having on their children's progress.

- *Workshops and seminars are held for parents to learn parenting skills and ways to help their children at home. Many of the Parent Association general meetings include a segment on parenting and helpful tips which, in the past, has increased the number of attendees at the meetings.*

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.
 - *All staff currently working at the school are highly qualified and appropriately certified.*
 - *We are currently using the funds earmarked for this purpose towards supporting continued professional growth through the support of a staff developer, Kaye Lawson. Kaye is working (alongside administrators) with staff members on individual goals which will enhance their performance as teachers. In addition, teachers are released for a number of professional development days for guided work on Common Core State Standards and planning through sub coverage.*

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.
 - *Various arts residency programs (National Dance Institute, Third Street Music School, American Ballroom's Dancing Classrooms, etc.) work with students to provide motivation and support for language and literacy development.*
 - *CBOs such as Immigrant Social Services and the Chinese American Planning Council work with our children in their afterschool programs on their homework assignments and provide additional support for the struggling students that attend their programs. They have arranged for professional development for their staffs to learn about the strategies we use during the day school program and encourage dialogue between their tutors with our teachers so that they are aware of what the children are working on.*

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.

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds for programs such as:

- *Direct instruction (small group and whole class, push-in/pull-out) - all teachers' support staff's salaries – Fair Student Funding and Title I*
- *Per session costs for Extended School Day program – Private Grant through the Parents Association*
- *“Power Lunch” volunteers for buddy reading – no cost to school*
- *“Muffin Club” early morning tutorial program – (no extra cost – part of the teachers' regular work day of UFT time/Fair Student Funding).*
- *Books and materials for Extended School Day and academic support programs - NYSTL, Title I, Title III*
- *AIS & ESL pull-out/push-in programs – Title I and Fair Student Funding*

- *Arts & enrichment partnerships, residencies and programs –Fair Student Funding & Private Grants*
- *60 days for A.U.S.S.I.E. Staff Developer Kaye Lawson – Title I*

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

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.
 - ***The school's 2010-11 audited register of 1012 is comprised of the following: 88.0 Asian (Chinese), 4.8% Hispanic, 3.9% White, 1.2% Black, and 2.1% Multi-racial. While less than 2% are recent arrivals from another country, the great majority (approximately 70%) enters school speaking little or no English. This is due to the fact that most are raised by non-English speaking caregivers or relatives while parents work. Many are sent back to China where they reside until they reach school age. In addition, about a third of our entering kindergarten children have had no pre-school experience, as well as some older children who have been raised in very rural areas with limited exposure to school. Many parents are unable to help them with English because they, too, are limited English proficient.***
 - ***An analysis of the 2010-11 NYSESLAT indicates that 45% of the ELLs in the school reached proficiency in reading and writing and 56% of the ELLs reach proficiency in listening and speaking.***

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.
- ***ELL students will attend the morning "Muffin Club" tutorial program (UFT time) during the school year with teachers who are familiar with/trained in ESL strategies.***
- ***3rd, 4th and 5th grade ELL students will attend an extended school day program focused on ESL strategies taught by ESL teachers and specialists every Tuesday and Thursday from 3:10 pm to 4:40 pm from January, 2011 through mid-April 2012. (Parent Association Grant).***
- ***ELL students will participate year-round in class presentations and performance arts programs year that will help develop their language skills and confidence in using the English language. (Tax levy funds and Parent Association Grant and donations.)***

- ***ELL students will participate year-round in the Power Lunch program where students are paired with corporate volunteers to read once a week during their lunch period. (No cost to the school).***
- ***ESL specialists will work with students in small groups for ESL instruction. Children will be assigned to classes where teachers are dually certified (ESL and Common Branches) whenever possible to reduce the need for pull-out services and to provide all-day ESL support. (Title I and tax levy funds)***
- ***America Reads tutors and other volunteers will work with children on an individual and small group basis within the classroom with teachers as necessary to provide more individualized attention. (no cost to school)***
- ***Class trips are planned for ELLs and their parents throughout the year so that they can experience first-hand many of the things they read about (city landmarks, museums, plays, etc.). Follow up activities include writing responses and journal entries. (Title III and tax levy funds)***
- ***The addition of more computer technology in the ELL classrooms to provide training on and access to the Internet so that ELL students can have equal access to information. (Tax levy funds)***

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.
 - ***Orientations are held in September to inform parents of eligible ELLs of program offerings, choices, expectations and curriculum. Orientations are conducted in both English and Chinese, and in Spanish as needed. The Department of Education's DVD on parent's choice and rights is shown and informational materials in the parents' home language are distributed.***
 - ***All notices from the school regarding services are provided to parents in the parents' home language.***
 - ***Parent Coordinator and members of the Parents Association Executive Board work closely together with school staff to provide pertinent information to parents regarding resources to help their children.***
 - ***In-school translators (for Chinese and Spanish) are provided as necessary for all progress report meetings between the school and the parents. Meetings are held regularly for many of the at-risk students.***
 - ***Accommodations are made for parents who cannot meet about their children's progress during the school day; bilingual school administrators stay as late as 6 or 7pm most days to follow up with students and parents.***
 - ***Parents are invited to school performances and class celebrations on a regular basis so that parents can see what the children are learning and the positive impact that the arts are having on their children's progress in learning English.***
 - ***Workshops and seminars are held for parents to learn parenting skills and ways to help their children at home. Many of the Parent Association general meetings include a segment on parenting and helpful tips which, in the past, has increased the number of attendees at the meetings.***

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.
 - *All of our staff working with ELLs are currently highly qualified and appropriated certified.*
 - *We are currently using the funds earmarked for this purpose towards supporting continued professional growth through the support of a staff developer, Kaye Lawson. Additional support is provided by two administrators (the principal and one assistant principal) who are certified in ESL.*

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.
 - *Various arts residency programs (National Dance Institute, Third Street Music School, American Ballroom's Dancing Classrooms, etc.) work with students to provide motivation and support for language and literacy development.*
 - *CBOs such as Immigrant Social Services and the Chinese American Planning Council work with our children in their afterschool programs on their homework assignments and provide additional support for the struggling students that attend their programs. They have arranged for professional development for their staffs to learn about the strategies we use during the day school program and encourage dialogue between their tutors with our teachers so that they are aware of what the children are working on. CBOs have bilingual staff who can communicate with the parents in their home language.*

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.

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds for programs such as:

- *Direct instruction (group and whole class) - all teachers' support staff's salaries – Fair Student Funding and Title I*
- *Per session costs for Extended School Day program – Private Grant through the Parents Association and Title III*
- *“Muffin Club” early morning tutorial program – (no extra cost – part of the teachers' regular work day of UFT time/Fair Student Funding).*
- *Books and materials for Extended School Day and academic support programs - NYSTL, Title I, Title III*
- *AIS & ESL pull-out/push-in programs – Title I and Fair Student Funding*
- *Arts & enrichment partnerships, residencies and programs –Fair Student Funding & Private Grants*
- *60 days for A.U.S.S.I.E. Staff Developer Kaye Lawson – Title I*
- *Professional development by certified ESL staff – Fair Student Funding and Title I*

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.

PS130 staff will continue to infuse technology and innovative methods into instructional practices:

- ***100% of the teachers will have improved their understanding and knowledge of how to use technology as an instructional and communication tool through a variety of equipment and resources (interactive SMARTBOARDS, document cameras, etc.)***
- ***100% of 4th and 5th Grade Teachers will use technology to enhance ELA and math instruction through the use of the Time to Know iZone Pilot Program (Year 2)***
- ***100% of the 4th and 5th Grade students will be able to use the Time to Know Program as part of their everyday instructional program.***
- ***Use of technology to enhance communication skills of students through “TV130”, a pilot that will teach students “behind the scenes” videotaping skills and “in front of the camera” newscasting skills.***
- ***100% of the teachers will use email as a means of communication with colleagues, students and supervisors. In addition, there will be an increased use of the school-wide Google calendar to share important dates, meetings and events with staff and students.***

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.
 - ***The school’s 2010-11 audited register of 1012 is comprised of the following: 88.0 Asian (Chinese), 4.8% Hispanic, 3.9% White, 1.2% Black, and 2.1% Multi-racial. While less than 2% are recent arrivals from another country, the great majority (approximately 70%) enters school speaking little or no English. This is due to the fact that most are raised by non-English speaking caregivers or relatives while parents work. Many are sent back to China where they reside until they reach school age. In addition, about a third of our entering kindergarten children have had no pre-school experience, as well as some older children who have been raised in very rural areas with limited exposure to school. Many parents are unable to help them with English because they, too, are limited English proficient.***
 - ***Because so many of our students are ELLs or former ELLs, there is a continuing need to build on their language and communication skills.***
 - ***There is a growing expectation that students will be able to use technology as a learning tool as they move forward through the grades and for college. Because of the overwhelming number of families who do not speak English or may have limited skills in technology, there was a great need to begin helping students learn some of the technology skills they will need later on.***
 - ***Communication through emails and shared documents is a more effective way for teachers to plan with colleagues on lessons and units, as well***

as keeping parents who can use the Internet more informed about their children's progress. In addition, students can readily communicate with their teachers on assignments with any questions they may have.

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.

- ***As part of the iZone Pilot initiative for elementary schools, all 4th and 5th graders at PS 130 will use the "Time to Know" as an enhancement learning tool for ELA and math throughout the school year. The program is meant to increase student engagement and provide more individualized instruction with immediate feedback while allowing the teacher to work with individuals or small groups.***

- ***All teachers will use technology (SMART boards, laptops and document cameras) on an on-going basis as an instructional tool to bring more resources to the classrooms via Internet resources and video clips and through web-based subscriptions such as Discovery Education and RAZ Kids.***

- ***Select children (17) on the 4th Grade will be involved in a pilot program that will teach them how to effectively use a camcorder and a sound system to document announcements and broadcasts. Children will investigate newsworthy stories, write scripts and present/prepare news broadcasts for the school. The intent behind this is not only to develop the children's abilities to use camera equipment and sound systems, but also to develop awareness of current events, and writing and speaking skills which has been determined by teachers as areas of need. The pilot program will operate from November through April.***

- ***Teachers will continue to increase their use of our school's Intranet site as a means of communication between staff. This will ensure timeliness of notice on important issues and help make our school more "green" by using less paper.***

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.
 - ***As more parents are using emails as a means of communication, the ability to send notices (and pdfs of translations to parents) improves the timeliness of notice on important issues.***

 - ***Parents can see what the children are learning and can assist their children by using Internet resources that are available through the school.***

 - ***Workshops are offered to parents as to how to access information on their children's progress and test results through ARIS.***

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.
 - ***A coach will be provided by the Time to Know Program for up to 2 days a week as a support for the teachers of the 4th and 5th grades on the Time to Know program.***
 - ***A technology specialist/teacher support for part of each day to assist teachers with technology and connectivity issues.***
 - ***Year-round, ongoing training will be provided for staff in the use of various essential programs (i.e., Word, PowerPoint, Excel, Publisher, Kidspiration, etc.) as well as on-line resources (i.e., Discovery Education, etc.) for instruction by the technology team consisting of various staff members.***

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.
 - ***Volunteers who are professionals and experienced instructors in videography are working with our school in providing valuable hands-on instruction to our students in the pilot “TV130” project.***

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.
 - ***A coach for 2 days a week to support teachers on the 4th and 5th Grade through the “Time to Know” Pilot (private grant).***
 - ***Fair Student Funding monies to release the technology specialist to work and/or assist teachers in using technology in their classrooms.***
 - ***Professional development through after school workshops and/or released time (sub days) funded through Title I and Fair Student Funding.***
 - ***Additional technology (computers, printers, etc.) purchased for students to enhance instruction funded through NYSTL and Parent Association funds (private grant).***

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 | 56 | 20 | N/A | N/A | 2 | 0 | 1 | 0 |
| 1 | 70 | 25 | N/A | N/A | 0 | 0 | 0 | 0 |
| 2 | 55 | 20 | N/A | N/A | 0 | 0 | 4 | 0 |
| 3 | 38 | 25 | N/A | N/A | 2 | 0 | 1 | 0 |
| 4 | 70 | 39 | 10 | 10 | 2 | 0 | 0 | 0 |
| 5 | 94 | 15 | 10 | 10 | 3 | 0 | 1 | 0 |
| 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 9 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 10 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 11 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 12 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

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 | <ul style="list-style-type: none"> - Before school tutorial program from 8:15 am to 8:45 am in small groups of no more than 4-6 for guided reading. - Extended school day program on Tuesdays and Thursdays from 3:10 pm to 4:40 pm in groups of no more than 10 in Balanced Literacy strategies from November to when the tests are given in April. - Daily small group guided reading groups with AIS staff pushing into classrooms whenever possible. - Reading intervention during the day on a one-to-one basis for 30 minutes each day. - Individual tutorials during the school day by an AIS teacher or America Reads tutor. |
| Mathematics | <ul style="list-style-type: none"> - Before school tutorial program from 8:15 am to 8:50 am in small groups of no more than 4. - Extended school day program on Tuesdays and Thursdays from 3:10 pm to 4:40 pm in groups of no more than 10 from January through April |
| Science | Small group/ individual intervention during the school day by the classroom teacher, America Reads tutor and/or student teacher. |
| Social Studies | Small group/ individual intervention during the school day by the classroom teacher, America Reads tutor and/or student teacher. |
| At-risk Services provided by the Guidance Counselor | Counselors provide social and emotional support to students in small groups and individually during the school day. Interventions include: strategies for behavioral management, coping skills, stress reduction, development of socialization skills, self-esteem support, increasing appropriate expression of feelings, resiliency building, etc. |

| | |
|---|---|
| At-risk Services provided by the School Psychologist | Not applicable |
| At-risk Services provided by the Social Worker | Bilingual Social Worker provides additional student/family counseling, parenting workshops, teacher consultation and student observations in preparation for possible referrals, collaborates with social agencies to help students' families, handles crisis intervention, and reports possible child abuse cases. |
| At-risk Health-related Services | Not applicable |

The Hernando DeSoto School

PUBLIC SCHOOL 130 MANHATTAN

Excellence in Education – Enrichment for All Children

Administration:

Lily Din Woo, Principal

Howard G. Epstein, Assistant Principal

Shirley Chin, Assistant Principal



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

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, 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 the school'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 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 or a dedicated staff person 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, Learning Environment Survey Report;
- 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;

Our school will further encourage school-level parental involvement by:

- holding an 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, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- 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 web publication designed to keep parents informed about school activities and student progress;
- 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

Our school, 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;

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 with 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 promptly 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;
- always try my best to learn.

**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 [?](#).

Part I: School ELL Profile

A. School Information [?](#)

| | | | |
|--|--------------------|--------------------------|--------------------------|
| Cluster Leader/Network Leader Rello-Anselmi/Chu | District 02 | Borough Manhattan | School Number 130 |
| School Name PS 130 Manhattan - Hernando DeSoto | | | |

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

| | |
|---|---|
| Principal Lily Din Woo | Assistant Principal Shirley Chin |
| Coach none | Coach none |
| ESL Teacher Judy King Hui | Guidance Counselor Debra Zaslow |
| Teacher/Subject Area Wai Mei Roseman/ESL | Parent Erin Ma |
| Teacher/Subject Area n/a | Parent Coordinator Diane Chong |
| Related Service Provider Jeanne Louie Wong | Other NA |
| Network Leader Yuet Chu | Other NA |

C. Teacher Qualifications [?](#)

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

| | | | | | |
|--|-----------|--|----------|--|----------|
| Number of certified ESL teachers | 13 | Number of certified bilingual teachers | 7 | Number of certified NLA/foreign language teachers | 0 |
| Number of content area teachers with bilingual extensions | 0 | Number of special education teachers with bilingual extensions | 3 | Number of teachers of ELLs without ESL/bilingual certification | 0 |
| Number of teachers who hold both a bilingual extension and ESL certification | 5 | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | 7 | | |

D. School Demographics

| | | | | | |
|------------------------------------|-------------|----------------------|------------|---|---------------|
| Total number of students in school | 1014 | Total Number of ELLs | 171 | ELLs as share of total student population (%) | 16.86% |
|------------------------------------|-------------|----------------------|------------|---|---------------|

Part II: ELL Identification Process

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

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

1. ELL Identification Process

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

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

If the student speaks little or no English, then an initial assessment, LAB-R, is administered within the first ten days of admission to determine the level of English proficiency to determine entitlement of services. This assessment is administered by a certified ESL teacher. If the student scores "Proficient", the student is not an ELL and is admitted into the general education program. The Spanish LAB is administered to students whose home language is Spanish within 10 days of enrollment.

If the student scores at the "Beginning, Intermediate, or Advanced" levels, then the student is an ELL. The student receives ESL services until he/she achieves English proficiency on the NYSESLAT. Parent orientations are conducted where parents watch a DVD explaining the differences of the program offerings and their rights as parents in choosing a program for their children. A Q&A session is offered and then they complete a survey program selection form indicating their choices in terms of preference. The school reviews all of the selection forms and places the students in the appropriate program of choice.

Every spring the New York State English as a Second Language Achievement Test, NYSESLAT, is administered to entitled students determine continued eligibility for services. If the student scores "Proficient", the student is no longer an ELL and enters the general education program, but is offered continued ESL support as necessary. The RLAT report from ATS is used to determine students eligibility to take the NYSESLAT.

If the student scores at the "Beginning, Intermediate, or Advanced" level of English proficiency, the student continues to receive ESL services as appropriate for that level (180 or 360 minutes of ESL/week). The student must achieve "Proficiency" on the NYSESLAT to be discontinued from an ESL or Bilingual program.

2. Structures in place to ensure parents understand program choices

After the initial assessments, LAB-R, are completed and hand scored, letters in the parents' native language are sent home with the

child's score. They are invited to a parent orientation. Several are scheduled for the morning, afternoon, or/and evening, or as a one-to-one conference to accommodate their work schedules. At each orientation, an agenda is presented, DOE brochures are distributed, parents are asked to sign in according to their child's class, and the DOE DVD with the chancellor speaking is shown.

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

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

3. Distribution of Entitlement Letters

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

On file are class rosters indicating who the ELLs are, copies of the HLIS forms, copies of the Program Selection Form, and a checklist of returned forms. If any form is missing, the parents are contacted and asked to come in to complete the form. They can come in when they drop off their child in the morning, during their lunch time, at pickup time at dismissal, or after work. An administrator is available to assist and answer questions. The administrators handling ELL admissions speak both English and Chinese.

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

4. Criteria and procedures used to place identified ELLs

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

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

Very few parents choose the transitional bilingual program; almost all of the parents choose the free standing ESL program. The children in our self-contained bilingual Special Education class are placed there as a result of their IEP through the Committee on Special Education.

As a result of the parents' choice selection, students are placed into heterogeneous grade classes with ESL support or ESL classes with mixed ability (proficiency) groups in grades. The more proficient English speaking students model for the non-English or little English speaking students and they co-learn together. This configuration of classes has had very positive results for our school in terms of student achievement.

All communication from the school is either translated into Chinese in writing or verbally via in-person/phone call by school personnel. All meetings and workshops in school (Parent Association meetings, orientations, parent-teacher conferences, parent workshops, etc.) are held bilingually in English and Chinese and materials are translated as necessary.

5. Trends

Historically, our parents have requested a free-standing ESL program as their first choice. The parents prefer that their children focus on learning English because there is no English language support at home. Parents in our school have indicated that their children

attend afterschool or weekend programs to maintain their native language skills and culture. Therefore, most, if not all, our parents choose the ESL program. The following are the numbers for the last two years but are indicative of the historic trend in the school:

2011: Incoming students

ESL program - 61 as first or only choice, Transitional Bilingual Program - 0; Dual Language Program - 0

2010: Incoming students

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

2009: Incoming students:

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

6. Program Selection Alignment with School Model

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

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

| | | | |
|--|------|-----|---------------------------------------|
| Transitional bilingual education program | Yes* | No● | If yes, indicate language(s): Chinese |
| 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 | Tot # |
| Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%) | 1 | 0 | 0 | 0 | 0 | 1 | | | | | | | | 2 |
| Dual Language (50%:50%) | | | | | | | | | | | | | | 0 |
| Freestanding ESL | | | | | | | | | | | | | | |

| ELL Program Breakdown | | | | | | | | | | | | | | |
|-----------------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | To t # |
| Self-Contained | 2 | 2 | 1 | 1 | 2 | 1 | | | | | | | | 9 |
| Push-In | 3 | 2 | 2 | 2 | 1 | 1 | | | | | | | | 11 |
| Total | 6 | 4 | 3 | 3 | 3 | 3 | 0 | 22 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|-----|--|-----|-------------------------------|----|
| All ELLs | 171 | Newcomers (ELLs receiving service 0-3 years) | 134 | Special Education | 11 |
| SIFE | 2 | ELLs receiving service 4-6 years | 36 | Long-Term (completed 6 years) | 1 |

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

| | ELLs by Subgroups | | | | | | | | | Total |
|---------------|-------------------|----------|-------------------|------------------|----------|-------------------|------------------------------------|----------|-------------------|------------|
| | ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | |
| | All | SIFE | Special Education | All | SIFE | Special Education | All | SIFE | Special Education | |
| TBE | 6 | 1 | 5 | 6 | 0 | 6 | 0 | 0 | 0 | 12 |
| Dual Language | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| ESL | 128 | 0 | 0 | 30 | 0 | 0 | 1 | 0 | 0 | 159 |
| Total | 134 | 1 | 5 | 36 | 0 | 6 | 1 | 0 | 0 | 171 |

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

| Transitional Bilingual Education | | | | | | | | | | | | | | |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | |
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Spanish | | | | | | | | | | | | | | 0 |
| Chinese | 3 | 0 | 1 | 1 | 3 | 3 | | | | | | | | 11 |
| 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 | 3 | 0 | 1 | 1 | 3 | 3 | 0 | 11 |

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

| | K | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | | 8 | | TOTAL | |
|--------------|---------|----|---------|----|---------|----|---------|----|---------|----|---------|----|---------|----|---------|----|---------|----|---------|----|
| | 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: ____ |
| Hispanic/Latino: ____ | Other: ____ |
| Native American: ____ | White (Non-Hispanic/Latino): ____ |

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|---------|----|----|----|---|----|----|---|---|---|---|----|----|----|-------|
| Spanish | | 1 | | 1 | | | | | | | | | | 2 |
| Chinese | 58 | 43 | 13 | 8 | 14 | 20 | | | | | | | | 156 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | 1 | | | | | | | | | | | | 1 |

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 |
|--------------|-----------|-----------|-----------|----------|-----------|-----------|----------|----------|----------|----------|----------|----------|----------|------------|
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | | 1 | | | | | | | | | | | | 1 |
| TOTAL | 58 | 46 | 13 | 9 | 14 | 20 | 0 | 160 |

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. How is instruction delivered?

a. What are the organizational models?

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

b. What are the program models?

The only children in a transitional Chinese bilingual program are our self-contained special needs children. We are the District 2 barrier-free site for two self-contained Chinese bilingual Chinese special classes - one that is a bridge K-2 (12:1:1), currently with 4 students and one that is a bridge 3-5 (12:1) currently with 7 students. Students in these two classes are placed into our school by CSE and their category

A. Programming and Scheduling Information

of service is designated on their IEPs.

Although we have 171 Chinese ELLs in our school, we do not have enough students on two contiguous grades whose parents want a transitional bilingual program to form a bilingual class; the parents of all of our general education ELL students this year have opted for a free-standing ESL program. Children are organized by grade levels so there are mixed proficiency levels in each ELL classroom. Teachers group the children by proficiency levels within the classroom and plan and organize their instruction accordingly. ESL support teachers push-in whenever possible and align their instruction with that of the classroom.

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

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

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

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

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

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.

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

4. How do you ensure that ELLs are appropriately evaluated in their native languages?

With the exception of our special needs classes, we do not have bilingual classes and currently do not need to evaluate ELLs in their native language. Teachers in special needs classes are certified as Chinese bilingual special needs teachers and evaluate the students in their native language as per their IEPs.

5. How do you differentiate instruction for ELL subgroups?

a. Describe your instructional program for SIFE?

A. Programming and Scheduling Information

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

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

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

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

Most of our 36 students are also students who have exhibited some other difficulties in learning. Additional targeted instruction with ESL specialists is given, either through individual or small group service, as well as at-risk services with intervention specialists, depending on the need. Progress is monitored and discussed at the AIS and PPT meetings. Parents are kept apprised of their children's progress through regular meetings with the teachers. In some cases, after exhausting all school resources, and sometimes at the request of the parent, there may be a need to have an evaluation made to see if there are other issues that is preventing the student from making progress in English.

d. Describe your plan for Long-Term ELLs (completed 6 years)

We are a K-5 school and do not generally have ELL students longer than 6 years. This year is an exception where we have one student who is a Long-Term ELL. This student is being given special attention by the ESL specialist through one to one instruction and through an extended school day program twice a week in a smaller setting.

6. What strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

When evaluations have been done and ELLs are identified and determined as having special needs, we provide the appropriate support services as necessary (speech, hearing, vision, SETSS, OT, guidance, etc.), which include services by Chinese bilingual staff to ensure that that the children understand and that communication with the home in the child's home language is on-going. All teachers currently providing services to the students (self-contained, SETSS, OT, etc.) are certified as bilingual Chinese service providers. Instructional materials are reviewed by certified ESL staff and administrators to ensure the appropriateness of the materials for ELLs. Technology and audio-visual materials are also provided as instructional enhancements to provide access to materials that will further develop their academic learning and English language development.

7. How does your school ensure curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the

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% | articulation between the special needs teacher and the mainstream teacher. The length of time within the regular classroom depends on the |
| 75% | ELL-SWDs' strengths and abilities. In addition, where ELL-SWDs can manage in non-core areas, such as music, art and physical |
| 50% | education, they often take those classes with mainstream students. This gives them a richer exposure to the English language, develop |
| 25% | their confidence and ability in interacting with oth |
| | Dual Language |
| 100% | |
| 75% | |
| 50% | |
| 25% | |
| | Freestanding ESL |
| 100% | |
| 75% | |

Courses Taught in Languages Other than English

B. Programming and Scheduling Information--Continued

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

8. Describe your targeted intervention program for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the languages(s) in which they are offered.

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

For our 3rd, 4th and 5th grade ELL students, the intervention services are provided in English, using ESL strategies, through Title III and Grant funds in an extended school day program that meets 1½ hours twice a week (Tuesdays and Thursdays) from mid November, 2011 through the beginning of April, 2011, just before the testing period begins. The classes are organized in homogeneous proficiency groups of no more than 12-15 students each.

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

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

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

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

Our current programs and services seem to be working well for our students; we received the full extra credit for our success in working with ELLs on this year's Progress Report and have surpassed many other schools in the achievement of ELLs as reported by the NYSED. We are planning to keep a close watch on our ELLs who may be struggling during the year and to try to address their issues before they become major ones.

We have noticed several things:

- Our ELLs are very sheltered; they rarely go places outside of school and home. Their lack of hands-on experience is adversely affecting their academic performance.

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
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9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.

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

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We have noticed several things:

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

B. Programming and Scheduling Information--Continued

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

8. Describe your targeted intervention program for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the languages(s) in which they are offered.

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

For our 3rd, 4th and 5th grade ELL students, the intervention services are provided in English, using ESL strategies, through Title III and Grant funds in an extended school day program that meets 1½ hours twice a week (Tuesdays and Thursdays) from mid November, 2011 through the beginning of April, 2011, just before the testing period begins. The classes are organized in homogeneous proficiency groups of no more than 12-15 students each.

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

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

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

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

Our current programs and services seem to be working well for our students; we received the full extra credit for our success in working with ELLs on this year's Progress Report and have surpassed many other schools in the achievement of ELLs as reported by the NYSED. We are planning to keep a close watch on our ELLs who may be struggling during the year and to try to address their issues before they become major ones.

We have noticed several things:

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

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

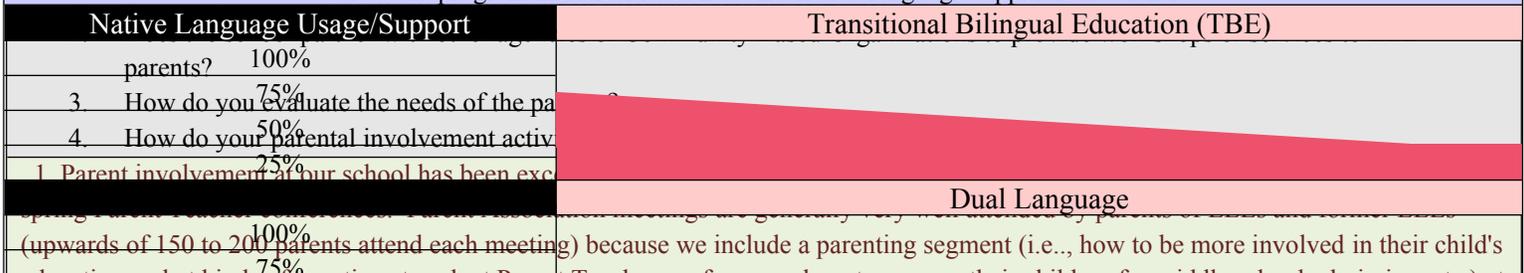
| | Beginning | Intermediate | Advanced |
|---|-----------|--------------|----------|
| C. Schools with Dual Language Programs | | | |
| 1. How much time (%) is the target language used for EPs and ELLs in each grade? | | | |
| 2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately? | | | |
| 3. How is language separated for instruction (time, subject, teacher, theme)? | | | |
| 4. What Dual Language model is used (side-by-side, self-contained, other)? | | | |
| 5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)? | | | |
| Not applicable | | | |

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

| D. Professional Development and Support for School Staff | |
|--|--|
| 1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.) | |
| 2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school? | |
| 3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P. | |
| 1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs). | <p>Even though our numbers indicate that we have only about 16.86% who are current ELLs, we have many students who may have passed the required assessments but still need English language support. Because of this, all of our professional development has been specifically designed to include considerations for second language learners. We have been engaged in school-wide child study inquiry work for the past 4 years, focused on how to differentiate instruction for students with different learning styles and taking into account their language development. The study groups meet about once a month and workshop sessions and seminars for ELL teachers and those working with ELLs are led by Ms. Kaye Lawson, AUSSIE consultant and expert on ELL instruction as well as by Ms. Lily Woo, Principal and Ms. Shirley Chin, Assistant Principal, both of whom are New York State certified in English as a Second Language. In addition, Ms. Woo has had many years of experience working for the New York State Education Department's Bilingual/ESL Office as an associate of that office.</p> <p>2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?</p> <p>The school provides staff with the necessary materials and information to share with families of ELLs and which will enable them to help ELLs transition from elementary school to middle school. In addition, materials and letters are translated into the children's home language with the information they need. Bilingual staff members are available to assist teachers when they meet with parents on a one-to-one basis during school hours and/or to assist in translation on the telephone as needed.</p> <p>3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.</p> <p>Three hours of the professional development day on Election Day (November 8, 2011) and monthly staff meetings each month are devoted to discussions and training on working with ELLs and former ELLs. In addition, professional development sessions/seminars conducted by our staff developer, Kaye Lawson, on differentiated instruction with a particular focus on the needs of ELLs within and outside of the classroom are scheduled quarterly. Teachers are able to share with each other successful strategies that are being implemented with ELLs in their classrooms at these sessions and a plan of action for next steps are recorded. Teachers are expected to try out these suggested next steps and report back as to the results at the next session.</p> |

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.



E. Parental Involvement

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

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

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

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

- By the kinds of suggestions that have come from the Parents Association Executive Board and the Parent Coordinator. They interact with parents on a daily basis as they drop off the children in the morning and at pick up time at the end of the day. In addition, the Parents Association Room is a busy place, with parents dropping in all the time. Each month, at our Parents Association Executive Board meeting, we go over the things that have been brought up as concerns or needs of parents and we try to address them as best we can. Most of the Executive Board are bilingual and speak the language of the parents.

- By the kinds of suggestions or requests that have come directly from ELL parents at Parents Association meetings.

- By the number of parents who come in to speak with the administration and the kinds of concerns they bring up. All three supervisors (principal and two assistant principals) have an open door policy. Parents are encouraged to drop in to discuss whatever their concerns. All three supervisors are bilingual (two in Chinese and one in Spanish). Very often parents come to see the administration after school (as late as 6pm) to ask questions and/or discuss their concerns. Issues that come up more often are addressed again at open forums such as the general Parents Association meetings or specific workshops.

- By what the teachers tell us regarding parent needs through their direct interactions and discussions with ELL parents and ELL children regarding their parents.

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

- By helping them to understand the American school system better

- By developing an awareness of their children's needs

- By empowering them to be a more active partner in their child's education

- By offering them opportunities to see what their children are learning

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?

B. Programming and Scheduling Information--Continued

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

8. Describe your targeted intervention program for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the languages(s) in which they are offered.

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

For our 3rd, 4th and 5th grade ELL students, the intervention services are provided in English, using ESL strategies, through Title III and Grant funds in an extended school day program that meets 1½ hours twice a week (Tuesdays and Thursdays) from mid November, 2011 through the beginning of April, 2011, just before the testing period begins. The classes are organized in homogeneous proficiency groups of no more than 12-15 students each.

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

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

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

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

Our current programs and services seem to be working well for our students; we received the full extra credit for our success in working with ELLs on this year's Progress Report and have surpassed many other schools in the achievement of ELLs as reported by the NYSED. We are planning to keep a close watch on our ELLs who may be struggling during the year and to try to address their issues before they become major ones.

We have noticed several things:

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

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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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)?

Not applicable

instructional plan? Please provide any quantitative data available to support your response.

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA TCRWP). What insights does the data provide about your ELLs? How can this information help inform you school's instructional plan? Please provide any quantitative data available to support your response.

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

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

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

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

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.

In addition to the rigorous academic program that we offer, we have an extensive performing arts program for all of our students. These programs are especially helpful in developing the English language proficiency and the academic performance of our ELL students. They allow ELLs to learn through hands-on experience and to demonstrate what they have learned through performances and celebrations. As a result, many of our ELLs have scored exceptionally well in their content areas.

D. Professional Development and Support for School Staff

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

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

Even though our numbers indicate that we have only about 16.86% who are current ELLs, we have many students who may have passed the required assessments but still need English language support. Because of this, all of our professional development has been specifically designed to include considerations for second language learners. We have been engaged in school-wide child study inquiry work for the past 4 years, focused on how to differentiate instruction for students with different learning styles and taking into account their language development. The study groups meet about once a month and workshop sessions and seminars for ELL teachers and those working with ELLs are led by Ms. Kaye Lawson, AUSSIE consultant and expert on ELL instruction as well as by Ms. Lily Woo, Principal and Ms. Shirley Chin, Assistant Principal, both of whom are New York State certified in English as a Second Language. In addition, Ms. Woo has had many years of experience working for the New York State Education Department's Bilingual/ESL Office as an associate of that office.

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

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

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

Three hours of the professional development day on Election Day (November 8, 2011) and monthly staff meetings each month are devoted to discussions and training on working with ELLs and former ELLs. In addition, professional development sessions/seminars conducted by our staff developer, Kaye Lawson, on differentiated instruction with a particular focus on the needs of ELLs within and outside of the classroom are scheduled quarterly. Teachers are able to share with each other successful strategies that are being implemented with ELLs in their classrooms at these sessions and a plan of action for next steps are recorded. Teachers are expected to try out these suggested next steps and report back as to the results at the next session.

E. Parental Involvement

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

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

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

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

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

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

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

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) | 25 | 7 | 3 | 1 | 2 | 2 | | | | | | | | 40 |
| Intermediate(I) | 0 | 16 | 1 | 1 | 6 | 6 | | | | | | | | 30 |
| Advanced (A) | 36 | 23 | 10 | 8 | 9 | 15 | | | | | | | | 101 |
| Total | 61 | 46 | 14 | 10 | 17 | 23 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 171 |

| NYSESLAT Modality Analysis | | | | | | | | | | | | | | |
|----------------------------|-------------------|----|----|---|----|----|---|---|---|---|---|----|----|----|
| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| LISTENING /SPEAKING | B | 1 | 3 | 0 | 0 | 1 | 2 | | | | | | | |
| | I | 6 | 0 | 1 | 5 | 3 | 3 | | | | | | | |
| | A | 17 | 11 | 2 | 6 | 14 | 8 | | | | | | | |
| | P | 18 | 2 | 6 | 7 | 5 | 0 | | | | | | | |
| READING/ WRITING | B | 4 | 3 | 1 | 2 | 2 | 3 | | | | | | | |
| | I | 13 | 2 | 1 | 6 | 6 | 4 | | | | | | | |
| | A | 19 | 7 | 7 | 10 | 11 | 3 | | | | | | | |
| | P | 6 | 4 | 0 | 0 | 4 | 3 | | | | | | | |

| NYS ELA | | | | | |
|------------------------|---------|---------|---------|---------|-------|
| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3 | 8 | 6 | 3 | 0 | 17 |
| 4 | 6 | 8 | 7 | 0 | 21 |
| 5 | 6 | 3 | 1 | 0 | 10 |
| 6 | | | | | 0 |
| 7 | | | | | 0 |
| 8 | | | | | 0 |
| NYSAA Bilingual Spe Ed | 0 | 0 | 1 | 0 | 1 |

| NYS Math | | | | | | | | | |
|----------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 3 | 2 | 1 | 4 | 2 | 7 | 0 | 1 | 1 | 18 |
| 4 | 1 | 1 | 4 | 0 | 8 | 3 | 5 | 1 | 23 |
| 5 | 2 | 0 | 1 | 1 | 3 | 0 | 3 | 2 | 12 |
| 6 | | | | | | | | | 0 |
| 7 | | | | | | | | | 0 |

| NYS Math | | | | | | | | | |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual Spe Ed | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 |

| NYS Science | | | | | | | | | |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 4 | 2 | 0 | 2 | 3 | 6 | 1 | 8 | 1 | 23 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual Spe Ed | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 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 | | | | |
| 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) | 0 | 0 | 0 | 0 | | | | | |

| Native Language Tests | | | | | | | | |
|-----------------------|--|------------------------|------------------------|------------------------|--|------------------------|------------------------|------------------------|
| Test) | # 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 |
| Chinese Reading Test | 5 | 1 | 0 | 1 | | | | |

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?
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- Describe how you evaluate the success of your programs for ELLs.

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

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Part VI: LAP Assurances

| School Name: PS 130 M - Hernando DeSoto | | School DBN: <u>02M130</u> | |
|---|----------------------|----------------------------------|-----------------|
| Signatures of LAP team members certify that the information provided is accurate. | | | |
| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
| Lily Din Woo | Principal | | 10/28/11 |
| Shirley Chin | Assistant Principal | | 10/28/11 |
| Diane Chong | Parent Coordinator | | 10/28/11 |
| Judy King Hui | ESL Teacher | | 10/28/11 |
| Erin Ma | Parent | | 10/28/11 |
| Wai Mei Roseman | Teacher/Subject Area | | 10/28/11 |
| N/A | Teacher/Subject Area | | |
| N/A | Coach | | |
| N/A | Coach | | |
| Debra Zaslow | Guidance Counselor | | 10/28/11 |
| Yuet Chu | Network Leader | | |
| | Other | | |

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 02M130 **School Name:** PS 130 Manhattan - Hernando DeSoto

Cluster: 1 **Network:** 103

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.

Our main office staff is bilingual; they are fluent in English/Chinese (Cantonese/Mandarin/Toysanese) or English/Spanish. When parents come in to register, they fill out home language surveys, forms that indicate language of preference for written communications, and are interviewed by the staff to see what dialect they understand.

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.

Based on our school demographics 88% Asian (Chinese), home language surveys, language preference forms, and interviews with parents, it has been determined that all school wide communications have to be translated into written Chinese. Although the written language is the same for all dialects of Chinese, the oral language is not. In reviewing the results of our oral interviews, all of the parents understand either Cantonese or Mandarin, with most understand both. Although we currently have a small number of Hispanic students in the school, they are all English speaking. The results were shared at our September general meeting of our Parents Association and with the Parents Association's Executive Board.

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.

All written notifications are translated by our bilingual teachers. We have bilingual staff who are trained in Chinese word processing - enabling us to have documents that are used each year to be edited and updated. This has helped us provide parents in a timely fashion on all school related issues.

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.

About a quarter of our school staff is Chinese-speaking (fluent in a number of different dialects including Cantonese, Mandarin and Toisanese). Whenever a parent needs a translator at a meeting within the school, a staff member (usually an office staff member or a paraprofessional) will assist with the translation if the teacher or service provider does not speak the language. As for any Spanish-speaking students that may register, we have several in-house staff who are bilingual in Spanish.

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

The school has taken the following measures to fulfill Section VII of the Chancellor's Regulations A-663::

- Each parent whose primary language is a covered language and who require language assistance services has been provided with a copy of the Bill of Parent Rights and Responsibilities at the start of the school year. This document includes their rights regarding translation and interpretation services.at the time of registration.
- The school will post a sign at the primary entrance in Chinese indicating the availability of interpretation services. The sign was downloaded from the Translation and Interpretation Unit's website.

- Our school's safety plan has procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers. Parents are asked to listen to specific radio stations that broadcast in their home language (1480AM in New York City).
- Our school has informed parents at our each of our parent grade orientations at the beginning of the year and at the first general meeting of the Parents Association of the Department's website which provides information in each of the covered languages concerning the rights of parents to translation and interpretation services and how to access such 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: PS 130 MANHATTAN | DBN: 02M130 |
| Cluster Leader: CORINNE RELLO-ANSELM | Network Leader: YUET CHU |
| This school is (check one): | |
| <input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> 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="checkbox"/> Before school <input type="checkbox"/> *After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other: |
| Total # of ELLs to be served: 47 |
| Grades to be served by this program (check all that apply): |
| <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> *3 <input type="checkbox"/> *4 <input type="checkbox"/> *5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 |
| Total # of teachers in this program: 3 |
| # of certified ESL/Bilingual teachers: 3 |
| # of content area teachers: 0 |

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:

We believe in giving all of our students equal access to a good education. Though the statistics show only 16.89% of our population as "ELL" because of their achievement on the NYSESLAT, the reality is that the great majority, over 70% of our children come from homes where English is not spoken. The children still need strong language support even though they do not qualify for services.

Our strategy to ensure that ELLs and former ELLs continue to achieve and to be able to successfully assimilate into the general education classroom has been to integrate effective ESL and literacy strategies into our daily instructional program in all areas. This plan of action has been the main reason why we have been able to get so many of our ELLs to acquire proficiency on the NYSESLAT and subsequently scoring on Levels 3 and 4 on the state ELA exams.

In addition through Title III, we provide a supplemental Extended School Day (ESD) English as a Second Language program for ELLs and former ELLs in the 3rd, 4th and 5th grades for additional language development support and test prep.

Classes meet twice a week, Tuesdays and Thursdays, from 3:10 pm to 4:40 pm from November 29, 2011 through approximately mid-April, in preparation for the ELA (if they are not exempt), math and NYSELAT exams. The classes are organized homogeneously by language and reading abilities so that the teacher can provide targeted instruction to the children in areas that need special attention as determined by their assessments and their teacher's input. All three ESL teachers are appropriately State certified in ESL.

The "Empire State NYSESLAT" book by Continental Press will be used as the core material in the Extended School Day ESL Program to prepare them for the Spring NYSESLAT. This will be supplemented by teacher-made materials and appropriate ELA support materials (such as "Finish Line - Writing") using ESL strategies to familiarize students with testing language, vocabulary and format.

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

Part C: Professional Development

Begin description here:

Please note that although included on this plan, none of the professional development activities are paid for by Title III. Professional development for Title III teachers is paid for through other funds.

We have a schoolwide approach to professional development for our teachers; all of our teachers need to be prepared to help all of their students perform to their potential, including ELLs. Many of our students who pass the NYSESLAT are still basically ELLs; they still return to homes and a neighborhood environment where English is not spoken, hence making their continuous progress that much harder to maintain.

- Each month's scheduled common prep grade meetings (different times and days for each grade for 45 minutes) incorporate discussions on the needs of English language learners in the general education classroom and how to help them be successful within those rooms. The attendees at these common prep grade meetings are classroom teachers who have ELL students in their rooms. The focus during these sessions will include discussing strategies for literacy and content areas (such as math, science and social studies) and how they can be applied to the second language learners in their classrooms.
- Workshops and visits to successful ESL/Bilingual classrooms (within the school and/or at another school site) will be arranged for the ESL and bilingual staff as possible.
- There will be a study group offered to which will focus on the needs of the ELL students and strategies as to how to address these needs. The study group, while intended for ESL teachers, will be open to interested classroom teachers with ELLs students for participation as well. Since our schoolwide focus has been on writing, books such as "Writing Instruction and Assessment for English Language Learners K-8" and materials for the Sheltered Instruction Observation Protocol (SIOP) model may be used as resource materials for the study group. The study group has planned to meet lunchtime once a month beginning in February as a group (actual dates to be decided based on school schedule), with informal discussion meetings between colleagues as necessary in between. The study group will be lead by the assistant principal in charge of ELL programs, Shirley Chin.
- To the extent possible, we will look at making arrangements for ESL and bilingual staff to attend citywide or State sponsored conferences on Bilingual Education and ESL to study differentiated instruction as it relates to the English language learner.
- All newly appointed teachers serving ELLs will be provided with a mentor teacher certified in ESL to assist them in the planning, delivery of services, and assessment. The teachers will meet on a weekly basis. We currently do not have any newly appointed teachers.
- All teachers serving ELLs will be encouraged to participate in professional development offered by Central's Division of Students with Disabilities and English Language Learners and/or our Network organization as available when possible.
- All newly appointed/hired general education teachers will be provided with at least 7 ½ hours of professional development on ESL strategies by certified ESL professionals on staff. These ESL certified

Part C: Professional Development

professionals will include the principal, Lily Woo, and assistant principal, Shirley Chin, both of whom have extensive experience in working with ELLs.

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:

Please note that Title III funds are used only for written translations and the translation services by teachers at our annual Health Fair/Family Day. All other parent involvement activities described are paid for through other funds.

All written notifications to parents are sent out via backpack in English/Chinese or English/Spanish.

Aside from the mandatory ELL Parent Orientation meeting, there are general parent association meetings held every two months. A large segment of the meeting (at least 45 minutes) is devoted to giving helpful hints on how to be an active partner in their children's education. This segment is delivered by the principal in both English and Chinese, and a portion of time is set aside at the end for questions and answers (if there are Spanish speakers in attendance, arrangements are made for a Spanish translator to be available).

These parenting meetings have been merged with the scheduled Parents Association meetings to accommodate the parents' tight schedules. Additional informational workshops (such as access to the ARIS link for parents) are offered in the daytime as well and are conducted bilingually in Chinese and English, and translated into Spanish as needed.

Most of our parent body are parents of ELLs or former ELLs. Historically because of the nature of their jobs, many of these parents cannot come in the evening (because they are working) or take additional time off from work to attend separate workshops or meetings. The infusion of the parenting sessions with the Parents Association meetings was a successful solution to capture as many attendees as possible. Additionally, because evening meetings did not draw many parents, the decision to hold workshops during the day has increased parents' attendance. Feedback from the parents regarding these arrangements, as well as the number of signatures on sign-in sheets in the past from meetings/workshops, have been very positive; 150 to 200 parents at each general session and at least 20-30 parents attend workshops.

In addition, this format allows parents the opportunity to use some of their free time to participate in other classroom celebrations and sharings, and to attend the many arts residency and school performance events that their children participate in. On average, over 150-350 parents attend the events (depending on the kind of event and the number of classes involved). In addition to our school's

Part D: Parental Engagement Activities

own four major events (holiday show in December, Chinese New Year in February, the Pan American Celebration in June, and the school talent show in June) which has four performances each, every child, regardless of placement (G&T, general education, ESL, or special needs) has an opportunity to perform with their arts residency organization for their grade (i.e., National Dance Institute, Inside Broadway, 3rd Street Music School's In-School Violin Program, Rosie's Theater Kids, American Ballroom's Dance Program, Young People's Chorus, etc.). Parents are invited to every event that their child participates in, via a translated letter home. Many do attend because they see that their children are enjoying school and the benefits of the programs in helping their children's English language development.

These opportunities have positively impacted the children's achievement levels (where our students achieve proficiency on the NYSESLAT at a greater rate than many others in NYC and continue to do well later on the ELA and math assessments). Our school has continuously received extra credit each year on the annual progress report for its work with ELLs and is currently in the top 10% of all elementary schools in NYC.

In addition, we have a Health Fair/Family Day event at the school each year. This year it will be held on the first weekend in May. Flyers will be distributed about a month in advance in both English and Chinese and bilingual posters are prominently posted at all entrances to the building. A reminder notice will be sent home a few days in advance of the event. This event is held to provide an opportunity for families to spend a day together at the school, having fun and learning ways as to how to keep themselves and their children healthy. We will have health care providers to answer questions, dental screening, vision screening, fire and home safety. We will also provide educational presentations and workshops for parents on that day to improve parents' understanding of the educational system which are presented by our school's bilingual staff. Sports events, games and activities will be planned for the children while parents speak with various service providers and attend workshops. All agencies, including Fidelis Care, Charles B. Wang Community Health Center, NYFD and NYPD, provide helpful information in both English and Chinese for the parents. Bilingual staff will be available to help with the translations.

Based on our previous nine years of experience in holding this event, almost all of our ELL families come to our health fair, as well as more than the hundreds of families from the school and the surrounding areas. Because parents are aware of the expectations and importance of attending school, our school's attendance rates is one of the top 10 schools in the city, averaging about 98% attendance every day.

Part E: Budget

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

Allocation Amount: \$

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|---|-----------------|---|
| Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem | | |

Part E: Budget

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

Allocation Amount: \$

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|---|-----------------|---|
| Purchased services <ul style="list-style-type: none">High quality staff and curriculum development contracts. | | |
| Supplies and materials <ul style="list-style-type: none">Must be supplemental.Additional curricula, instructional materials.Must be clearly listed. | | |
| Educational Software (Object Code 199) | | |
| Travel | | |
| Other | | |
| TOTAL | | |