



Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: YUNG WING ELEMENTARY

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 02M124

PRINCIPAL: ALICE HOM **EMAIL:** AHOM2@SCHOOLS.NYC.GOV

SUPERINTENDENT: **MARIANO GUZMAN**

06-10-2013

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
Alice Hom	*Principal or Designee	
Cheryl Hong	*UFT Chapter Leader or Designee	
Jennifer Fung	*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	
John Volpe	Member/Teacher	
Ka Fai (Judy) Chan	Member/Teacher	
Staci Young	Member/Teacher	
Aliko Giakas	Member/Teacher	
Juhyung Lee	Member/Teacher	
Amy Yeung	Member/Parent	
Helen Lai	Member/Parent	
Cecilia Leong	Member/Parent	
Tony Chee	Member/Parent	

Sui Ling Tsang	Member/Parent	
None	Member/Parent	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

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 2013, administrators will observe and provide feedback (minimum of four) to all teachers(as evidenced by observation letters and feedback logs).

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.

According to the Chancellor's citywide instructional expectations, administrators are to be engaged in short, frequent cycles of classroom observation and feedback using a rubric that articulates clear expectations for teacher practice. Results from our school's 2011-12 School Survey indicate that:

- 62% of the teachers disagree/strongly disagree that the current teacher evaluation process in NYC helps teachers improve their instructional performance by providing specific and useful feedback;
- 26% of the staff felt they did not receive feedback on his/her practice that helped him/her integrate CCLS into his/her instruction;

The research based Danielson Framework for Teaching will be used for teacher self-reflection as well as a means to provide feedback throughout the year.

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,
 - a) key personnel and other resources used to implement these strategies/activities,
 - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - c) timeline for implementation.

The research based Danielson 2011 Rubric – Adapted to NYS Levels of Performance will be used for teacher self-reflection as well as a means to assess and provide feedback throughout the school year.

Sept. – All teachers complete worksheet Professional Development Goal for School Year 2012-13 that includes a self-evaluation of components from Danielson rubric. Principal and Assistant Principals will review worksheets for their respective grades (A. Hom, Principal – Grades PK – 1, ESL teachers, RR teacher, M. Helman, AP – Grades 2 & 3, Y. Chan, AP – Grades 4 & 5, Sp. ED. Teachers). Worksheets for cluster teachers will be divided between the three administrators.

Mid – Oct. – Administrators will meet individually with teachers to discuss the development of their professional growth plan for the year.

Oct. – May – Teachers will attend planning days and after school workshops as well as work with colleagues, coach and administrators towards achieving their professional goals. Principal, APs and Resident Principal will do bi-weekly walkthroughs of at least 8 teachers and provide verbal or written feedback concerning positive aspects observed and/or a suggestion to improve his/her teaching practice. One-on-one meetings will be arranged to debrief and offer support either in classroom management or instructional practices. Administrators and coach will develop and implement a professional development plan for teachers which would include all day grade curriculum planning days, staff development with consultants (i.e., Goldmansour & Rutherford, Metamorphosis, Maryanne Cucchiari, Fay Pallen, 4 Rs, Building Inner Resilience), after-school workshops offered by administrators, resident principal, Achievement Coach or teacher leaders and/or attending weekend workshops.

Feb. – All teachers will submit a mid-year reflection of the progress they have made towards accomplishing their initial goals.

May – June – All teachers will submit a final Professional Development Goal(s) Review describing whether or not they accomplished their goals, including evidence to support their reflections.

Staffing/Resources – Literacy consultant from Metamorphosis, CIT Consultant from Goldmansour & Rutherford, Fay Pallen, Julissa Marrero (Achievement Coach), APs, Pat Kwan literacy coach, Kelly McCann, Resident Principal, Network Instructional Support staff.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

See #s 1, 3, 4 , 6 in PIP pages 15-17.

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Funding has been provided to allow our staff to participate in the Food Bank’s CookShop program, the Move to Improve program, Building Inner Resilience workshops as well as receiving a School Wellness Grant. Teachers trained will have materials and curricula to implement with their classes on nutrition, physical fitness and building emotional resilience which in turn will impact academic learning. The School Wellness Committee will determine how to allocate the funds for either per session programs with students or professional development for staff. Supplies have been provided for students living in temporary housing through federal funds. OASAS Substance Abuse funds support our three day counselor who provides lessons on substance abuse prevention, bullying, conflict resolution and other types of social issues. Funding for the above programs will improve student attendance and continuity of instruction for all students. Better health habits and positive functional skills that are taught will motivate and engage students more in their learning process.

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 2013, all classroom teachers will form teacher teams to align the units of study in each grade with the Common Core Learning Standards (CCLS) as measured by an outline that will be produced by each team.

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.

Staff responses from the 2011-12 Learning Survey indicated the following results:

- 30% (16% Does not apply) of the staff disagreed that they received helpful support on the CCLS from the school-based coach;
- 22% (12% Does not apply) of the staff disagreed that they received helpful support on the CCLS from their teacher team;
- 20% of the staff disagreed that they received helpful support on the CCLS from the administrators;
- 35% (18% Does not apply) of the staff disagreed that they received helpful support on the CCLS from the network;
- 30% (28% Does not apply) of the staff disagreed that they received helpful support on the CCLS from the resources on the CCLS Library; and
- Only 30% of the staff agreed that they received helpful support on the CCLS from a professional development partner organization.

According to the Chancellor's citywide instructional expectations, in grades PK – 5, students will experience four CC aligned units of study: two in math and two aligned to the literacy standards in ELA, social studies and/or science. Building off of last year's work, teachers as teams in each grade will revise and/or develop and implement two units in literacy (informational non-fiction texts) and two units in math that will include lesson plans, key teaching points, rubrics, student performance tasks and assignments aligned with the Common Core standards.

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:
 - b) strategies/activities that encompass the needs of identified student subgroups,
 - d) key personnel and other resources used to implement these strategies/activities,
 - e) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - f) timeline for implementation.
- Beginning at the end of September through March, literacy coach and administrators will facilitate five planning days for each grade (K-5) to develop curricular unit/lessons, rubrics and assessments aligned with literacy and mathematics CCLS.
- During weekly 50 minute Extended School Time periods, staff will participate in common grade curriculum planning to examine student work, create performance tasks and plan Common Core-aligned units.
- After-school workshops (approximately 6-8) will be offered to teachers on various topics to support them with their development of these units and student assessments.
- Throughout the year, teachers will have opportunities to attend CFN, OELL, Metamorphosis workshops to engage them in a deeper understanding of developing student tasks aligned with CCLS and sharing with their colleagues.
- DYO math assessment team consisting of administrators and teacher leaders in grades K - 5 will meet to design math tasks, assessments, rubrics and letters to parents. These letters will provide parents with information regarding their children's progress in math as well as describe ways they can support their children at home.

- Beginning October through June, students will be engaged in teacher designed literacy and math units of study with rigorous tasks and assessments aligned with CCLS.

Staffing/Resources – Literacy consultant from Metamorphosis, CIT Consultant from Goldmansour & Rutherford, Fay Pallen, Julissa Marrero (Achievement Coach), APs, Pat Kwan, literacy coach, Kelly McCann, Resident Principal, Network Instructional Support staff.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

See #s 3, 4 and 6 in PIP pages 15-17.

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

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

- Per session costs for DYO Assessment planning, designing and facilitating parent workshops to demonstrate and explain what students are learning in school
- Per diem costs for grade-based curriculum planning days – FSF and Title I
- Per diem costs for attendance at workshops (Goldmansour, Metamorphosis, ELL Action Research) – FSF, Title I, Title III
- Books and materials for book study groups, curriculum planning – TL NYSTL, 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.

30% of our 1st grade Beginner and Intermediate ESL students and 35% of our 3rd, 4th and 5th grade Advanced ESL students will increase by one proficiency level as measured by their performance on the 2013 NYSESLAT assessment given in May 2013.

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.
 - In the first grade, there are 22/53 Beginner ELLs (41%) and 21/53 Intermediate ELLs based on the 2012 Spring NYSESLAT results.
 - There are 58 Advanced ELLs based on the 2013 Spring NYSESLAT results of students in Grades 3, 4 and 5.
 - Through analysis of the sections on the NYSESLAT assessments, first grade students struggled in the Reading/Writing areas while the middle to upper grade students struggled with the Writing area. Opportunities to increase English language production occur mainly during school hours. Diverse instructional activities and learning experiences need to be planned to build literacy skills. Students need vocabulary development to improve their reading comprehension skills and writing process.

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:
 - c) strategies/activities that encompass the needs of identified student subgroups,
 - g) key personnel and other resources used to implement these strategies/activities,
 - h) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - i) timeline for implementation.
- ESL team, consisting of ESL, Reading Recovery and classroom teachers, will collaborate regularly (weekly common grade planning meetings and monthly inter-grade planning meetings) to:
 1. develop content units that pay particular attention to language needs of students and are aligned to the Common Core language standards;
 2. discuss appropriate classroom environments/structures that support ELLs;
 3. discuss ways of implementing an effective push-in model with expectations and roles clearly defined;
 4. continue professional development on accountable talk to build comprehension and reasoning skills.
- Continue usage of *Imagine Learning* software program to increase basic concepts, vocabulary, and comprehension skills through fiction and non-fiction texts. Time on task for students in grades 2, 3, and 4 will occur in cycles of 10-12 weeks, 2 times/week during Extended School Time in the Multimedia/Technology labs, and at least 1 30 minute period in the classroom. Students in grade 1 will get access to use *Imagine Learning* beginning in January for two 30 minute periods in a 10 week cycle.
- Purchase and usage of AWARD Interactive program school-wide with literacy components for students to engage in reading, listening and writing.
- ESL teachers will provide ELL students with books on CD and appropriately leveled reading materials to help them further develop language skills and fluency.
- ESL teachers will model lessons and strategies for new teachers.
- Teachers' lesson plans will reflect differentiated planning and instruction for ELL students in their classrooms.

- Observations of professional development, conversations and collections of meeting notes between classroom, ESL and cluster teachers on effective teaching strategies, resources and unit planning.
- Classroom teachers, ESL and RTI support personnel will analyze data from formal tests (i.e., NYSESLAT, TC Assessments, NYS ELA exam) to plan for differentiated instruction and small group intervention.
- Targeted ESL students engaged in small groups with direct instructions and purposeful learning tasks using Leveled Literacy Intervention kits.
- ESL teachers will explain components of NYSESLAT to classroom teachers (during grade meetings) as well as provide ELL students with overview of NYSESLAT type questions.
- Extracurricular trips to cultural institutions will be planned to provide ELL students with enriching experiences and to develop their oral language and reading skills.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

See #s 1 – 6 in PIP pages 15-17. Handouts with strategies and resources for parents will be distributed during Parent Workshops scheduled throughout the school year.

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

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

- Per session for Extended School Day program – FSF, Title I, Title III
- Per diem for teachers to attend ESL Action Research PD, working with Metamorphosis and Goldmansour consultants and CFN ESL consultant or Achievement Coach – Title I, Title III
- Per session for after-school curriculum planning by teachers – FSF, Title I, Title III
- OTPS for educational consultants – NDI, SIS, City Lore – FSF, Title I, PTA funding
- OTPS for assembly programs on dealing with Anti-bullying/Conflict Resolution/Respect for All – Title I, PTA funding
- NY Cares volunteers to work with students in early morning Reading and Math Clubs, after school Homework Help and lunchtime Bank It Club – no cost
- AIS & ESL pull-out/push-in programs – Title I, FSF
- Direct instruction (small group and whole class) – Teachers & support staff salaries – FSF, Title I
- Attendance at CookShop and Move to Improve trainings and acquiring curriculum materials for nutrition, health and PE lessons.

ANNUAL GOAL #4 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 #4

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

By June 2013, 30% of our targeted 3rd, 4th & 5th grade students will improve their reading level (by four levels) as per Teachers College Reading Assessment and/or one performance level on the NYS ELA exam.

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.
 - Of the 3rd grade students (19) reading below L Level and of the 4th grade students (21) reading below O Level (based on June 2012 results). We aim to have 30% of them on each grade move at least 4 reading levels as measured by the TC Reading Assessment.
 - With respect to the 4th and 5th grade students whose ELA scores fell in Level 1 (9 students) and Level 2 (51 students), we hope to see at least 30% of Level 1 and 35% of Level 2 students will move up by one Level on the NYS ELA test in May 2013.
 - Results of the TC assessments administered in Oct./Nov. 2012 for these students indicate a wide range of reading level (Level F to Level R). Through analysis of a variety of assessments (item analysis of state tests, TC running records, student work and teacher observations) it was noted that students considered at-risk struggled with reading comprehension and particular literacy skills (self-monitoring and inference work). A number of the above students were also Advanced ELLs or former ELLs who recently passed the NYSESLAT assessment.

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:
 - d) strategies/activities that encompass the needs of identified student subgroups,
 - j) key personnel and other resources used to implement these strategies/activities,
 - k) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - l) timeline for implementation.
- During Sept. & Oct. classroom teachers will assess students' initial reading levels using TC Assessment Pro, QRIs, or DRAs. They will also have access to previous reading and test results through ARIS.
- Students in the lowest quartile of the class will attend Extended School Time sessions (2 days/week, 50 minute sessions) for targeted small group instruction, primarily guided reading instruction tailored to students' specific needs.
- Our school's full-time literacy coach will provide professional development throughout the year that will include analysis of student work, study of vocabulary instruction to enhance comprehension and planning of scaffolded reading strategies to support students' understanding of complex texts.
- Classroom teachers, ESL teachers and AIT personnel will collaborate during common grade planning time to discuss effective targeted reading strategies as well as develop differentiated lessons for TC reading units of studies to meet the needs of their students.
- Additional professional development opportunities and intra-class visitations will be provided to assist teachers in learning and implementing appropriate and effective instructional reading strategies.
- After initial assessments, appropriated leveled fiction and non-fiction materials will be available in classroom libraries based on the various learning needs of students in the class.
- Professional development will be provided to
 - demonstrate different assessment tools;
 - understand and use effectively *Words Their Way*; and

- plan next steps for curriculum planning and instruction.
- RTI members will meet during PPT to discuss student referrals, assessment results and effectiveness of intervention strategies used for targeted students.
- Support personnel will push-in to classrooms to provide small group and/or whole group instruction. They will work collaboratively with classroom teachers on strategies for classroom management.
- Resources from EngageNY regarding examples of possible ELA and Math questions will be reviewed and discussed by teachers.
- All staff and administrators will use results from standardized tests, Progress Report and the Learning Survey to refine classroom teaching and learning practices school-wide that will support our neediest students.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

See #s 2, 3, 4 and 6 in PIP on pages 15-17. Handouts from workshops on Literacy and Testing will be distributed during Parent workshops providing them with examples of reading and writing strategies and resources to support their children at home.

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

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

- Per session for Extended School Day program – FSF, Title I, Title III
- Per diem for teachers to attend ESL Action Research PD, working with Metamorphosis and Goldmansour consultants and CFN ESL consultant or Achievement Coach – Title I, Title III
- Per session for after-school curriculum planning by teachers – FSF, Title I, Title III
- OTPS for educational consultants – NDI, SIS, City Lore – FSF, Title I, PTA funding
- OTPS for assembly programs on dealing with Anti-bullying/Conflict Resolution/Respect for All – Title I, PTA funding
- NY Cares volunteers to work with students in early morning Reading and Math Clubs, after school Homework Help and lunchtime Bank It Club – no cost
- AIS & ESL pull-out/push-in programs – Title I, FSF
- Direct instruction (small group and whole class) – Teachers & support staff salaries – FSF, Title I
- Attendance at CookShop and Move to Improve trainings and acquiring curriculum materials for nutrition, health and PE lessons.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Repeated readings, interactive reading, interactive writing, phonics (Foundations), timed readings, interactive spelling, peer tutoring	Small group, push-in, peer support	During school day (ranges from 1X-5X/week, 20 or 45 minute sessions)
Mathematics	Math games, Do the Math modules (targeting specific math strands)	Small group, individual tutoring	Before school (EST) 1x/week, during school day(ranges 2-3X/week, 30 minute sessions)
Science	Modifying curriculum, use of adaptive materials	Indirect service to science teacher	During school day, 1X/week, 45 minute session
Social Studies	Modifying curriculum, use of technology programs	Small group	Extended school time, during school day (ranges 2-3X/week, 45 minute sessions)
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, Speech-Language Therapists)	Lively Letters Phonological Awareness, vocabulary & language development, analyze sentences & formulate different types of sentences, articulation	Small group	During school day, 30 minute sessions

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

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

We will continue to provide quality professional development through grade-wide planning days; revising and refining our curriculum pacing calendar which is aligned with NYC and NYS standards; lesson studies in mathematics; attending workshops at Teachers College (for reading and writing and math Common Core Standards); inter-/intra school visits (Goldmansour, ICT, ELL Action Research); attending science workshops offered by local institutions; participating in workshops offered by our “arts” collaborators (Studio In A School, National Dance Institute, Children’s Museum of the Arts, Museum of Chinese in America); and discussing strategies and curriculum planning in study groups (ESL team, ICT team). With current staff, we strongly encourage and have them apply for professional development with OELL (ELL Institute, ELL Action Research workshops with Cluster 2, CFN 206), Special Education Behavior Management workshops, Goldmansour & Rutherford – ICT/Special Education Reform training, and Metamorphosis – Literacy and Mathematics in order to ensure that they are enhancing their own teaching and learning skills.

Our school has developed relationships with Fordham University, NYU, Pace University, Teachers College and Hunter College which have sent us a number of student teachers. We include student teachers in all educational activities and staff development where possible with the goal of recruiting highly qualified teachers who have training and philosophy aligned with ours. Because we are a school which has developed a reputation of excellence, our most effective strategy is to continue to do the work that has enabled us to be classified as one of the 209 high achieving schools in the city. As part of the Citywide Instructional Expectations, all staff members are expected as part of their personal professional growth plan to attend and participate in at least three professional development opportunities over the course of the school year.

Yung Wing Elementary P.S. 124 School Parental Involvement Policy

P.S. 124 agrees to implement the following statutory requirements:

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

1. P.S. 124 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:

- Meet and plan with PTA Executive Board, SLT and Parent Coordinator on a monthly basis;
- Inform parents during orientation meetings in September of ways they can be involved in school planning and functions throughout the year;
- Provide workshops on academic, social, health and emotional issues that directly affect the students and parents who are part of our school community; and
- Disseminate information through the school newsletter, website and numerous handouts on a weekly basis.

2. P.S. 124 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

- Inform and review school data and results during bi-monthly PTA general meetings;
- Discuss protocols and procedures at orientation meetings held in September;

- Provide workshops for parents on how to access their children’s academic results on the NYC DOE website and the Acuity website for the interim assessments.
3. P.S. 124 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
 - Schedule periodic computer workshops for parents to access sites that will help them understand their child’s academic results and strategies they can use to help them improve their learning;
 - Plan DYO math assessment, Reading and Writing workshops to inform parents of the instruction their children are getting in the classrooms;
 - Coordinate and attend class publishing parties;
 - Provide more library access before and after school for parents and students to use.
 - Provide parental access to use school computers in the school library or computer labs during the first period based on availability and scheduled dates with librarian teacher and/or technology teacher(s).
 4. P.S. 124 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: [Universal PreK, CIT], by:
 - Facilitating hands-on workshops such as Studio-In-A-School, Homework Help, Positive Discipline with Your Child, Understanding the NYS Tests, Resources for Parents (i.e., museums, libraries, cultural institutions), Cool Culture.
 5. P.S. 124 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. An annual evaluation will be conducted mid-year through a parent survey distributed by the SLT parents. Results will be analyzed and discussed at the general PTA meeting as well as at the SLT meeting in revising the annual Comprehensive Education Plan. Results from the DOE’s Learning Survey will also be used to determine needs and concerns of parents that need to be addressed by the school community.
 6. P.S. 124 will build the school’s and parent’s capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - The school will plan workshops and meetings to inform parents on what Balanced Literacy is and how they can help their child at home in reading and writing; what the math program *Investigations in Data, Number and Space* is and how they can develop math skills at home; how the literacy and math programs our school uses align with state tests; strategies students need to be able to take the assessments and meet the expected standards; and different resources on-line or around the city that parents and students have access to in order to broaden their knowledge, skills and understandings that will impact learning. Parents will be invited to meeting with teachers bi-annually during Parent-Teacher conferences in November and March. Parents are encouraged to meet with teachers and support staff wherever concerns arise.

- The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement. In addition school staff will plan and offer September Teacher Orientation meetings and Informational workshops on topics such as DYO Math assessments, NYS ELA & Math Assessments, Reading Recovery orientation, Reading strategies and Writing across the Grades.
- The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by offering professional development and workshops that help them with effective parental communication as well as keeping them informed of resources they can offer to parents in need of specific services for their children.
- The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by offering school tours and workshops that actively engage them in understanding child development and ways they can create a positive learning environment for their child at home.
- The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: Distribute monthly bilingual School Calendar & Newsletter each month, announcement flyers in Chinese & English, inform parents to periodically visit www.ps124.org for updated school news.
- During the bi-monthly PTA general meetings, school fund-raising efforts will be reviewed and how the monies are budgeted to support the school will be discussed. Parental concerns and issues regarding school policies are encouraged to be voiced during these forums. The school administrator will update parents during these meetings on educational plans for the school and how students are achieving academically based on annual state assessments.

2012-2013 Yung Wing Elementary P.S. 124 School-Parent Compact

P.S. 124, 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. This school-parent compact is in effect during school year 2012-13.

School Responsibilities

P.S. 124 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: [Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.]
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: November 2012 and March 2013.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - Student report cards will be distributed in January and June;
 - DYO math assessment reports in November, January, March, and May.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Parent may request a meeting with the teacher or member of the school staff via a letter, email or phone call. The school staff member will follow up to confirm a date and time for the conference.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Open School Week in November to observe classes; class field trips, publishing parties, field day, career day speaker, participation during parent workshops and PTA events.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent/Guardian Responsibilities:

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

1. Monitor my child's attendance and make sure that my child arrives to school on time and follow proper procedures to inform the school when my child is absent;
2. Check and assist my child in completing homework assignments;

3. Monitor amount of television, video games, internet our children watch;
4. Read to my child and/or discuss what my child is reading each day (minimum of 15 minutes);
5. Volunteer in my child's classroom, in the school or assist from my home as time permits;
6. Participate, as appropriate, in decisions relating to my children's education.
7. Encourage my child to follow school rules and regulations and discuss the DOE Discipline Code Booklet with my child;
8. Promote positive use of my child's extracurricular time, such as extended day learning opportunities, clubs, sports and/or quality family time;
9. Stay informed about my child's education and communicate with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate;
10. Participate in workshops offered by the school, district, central and or State Education Department to learn more about teaching and learning strategies whenever possible;
11. Respond to surveys, feedback forms and notices when requested;
12. Take part in the school's PTA or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
13. Share responsibility for the improved academic achievement of my child.

Student Responsibilities:

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

- 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.

SIGNATURES:

SCHOOL

PARENT(S)

STUDENT

DATE

DATE

DATE

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 Charles Amundsen	District 02	Borough Manhattan	School Number 124
School Name Yung Wing Elementary			

B. Language Allocation Policy Team Composition

Principal Alice Hom	Assistant Principal Yi Law Chan
Coach Patricia Kwan	Coach type here
ESL Teacher Judy Ng	Guidance Counselor Teresa Tam
Teacher/Subject Area Shannon Wood/3rd Gr.	Parent Jennifer Fung
Teacher/Subject Area Xiao Ming Chen/1st Gr.	Parent Coordinator Christina Pun
Related Service Provider Suzy Poon	Other Minda Kauffman/ESL teacher
Network Leader Ada Cordova/Jayne Godlewski	Other type here

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	4	Number of certified bilingual teachers	6	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	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	2		

D. School Demographics

Total number of students in school	918	Total Number of ELLs	222	ELLs as share of total student population (%)	24.18%
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Part II: ELL Identification Process

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

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

1. At the point of registration, parents are interviewed by a certified ESL/bilingual teacher in order to complete the Home Language Survey. The ESL teacher determines if the child needs to have the LAB-R administered based on responses from the HLS and an informal interview with the child. Once the LAB-R is administered (within 10 days of registration date), the principal is informed about the number of entitled students from each grade level. All certified ESL/bilingual teachers assist in the spring to administer and score the NYSESLAT.

2. A parent orientation meeting is scheduled within the first two weeks of school for all parents of entitled students. A letter is sent out in advance informing parents that their child is entitled for second language services based on the results of the LAB-R. During the orientation session, the principal and the parent coordinator (in the capacity as the translator) explain the three parent options. To better explain the differences among the three programs, the DOE DVD on the program selection process is shown to the parents in their native language. After the viewing of the video, parents are encouraged to ask questions. Then the parents make their program selection based on the information provided. A list of parents who choose programs other than freestanding ESL is kept.

3. The Program Selection form is distributed to parents and collected at the end of the orientation. The principal reviews the Program Selection Forms and identifies the program(s) requested by parents. Parents who do not return the Program Selection Form or who fail to attend the parent orientation session are re-scheduled for a repeat session within a week. Parents who fail to come in for the repeat orientation are called by the parent coordinator. At this point, the parent coordinator then makes a personal appointment to meet with the parent. Many times, the DVD is lent to the parent to take home to review. In order to keep track of the number of Parent Surveys that are returned, we have created a checklist for all entitled students. Each checklist is categorized by class, i.e., Class K-111, Class 2-223. These checklists enable us to see at a glance who attended the parent orientation session, who returned the entitlement notice and who completed the Program Selection Form. ESL teachers generate a list of students who continue to receive ESL services based on the NYSESLAT and send letters to their parents. Tear-offs are returned to the parent coordinator who follows up with parents who do not return the form.

4. Based on the responses from the Parent Survey and Program Selection forms, with questions from parents addressed by an ESL teacher or the bilingual parent coordinator, ELL students are placed in free-standing ESL program, with bilingual/ESL certified teachers providing push-in/pull-out services determined by the levels of the students as a result of the LAB-R or NYSESLAT assessments.

5. A review of the Parent Survey and Program Selection forms shows the trend in program choice (98%) has consistently been a free-standing ESL program. Parents who select TBE or Dual Language program are informed of other schools in the district that have these programs. Most have opted to place their children in our ESL program.

6. The free-standing ESL program offered at our school is aligned with parent request.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained	1	1												2
Push-In	4	3	4	5	4	4								24
Total	5	4	4	5	4	4	0	0	0	0	0	0	0	26

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	222	Newcomers (ELLs receiving service 0-3 years)	187	Special Education	10
SIFE	2	ELLs receiving service 4-6 years	33	Long-Term (completed 6 years)	2

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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	187	2	10	33	0	0	2	0	0	222
Total	187	2	10	33	0	0	2	0	0	222

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

C. Home Language Breakdown and ELL Programs

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

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

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): _____

Number of third language speakers: _____

Ethnic breakdown of EPs (Number):

African-American: _____

Asian: _____

Hispanic/Latino: _____

Native American: _____

White (Non-Hispanic/Latino): _____

Other: _____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		1		2										3
Chinese	49	47	43	37	21	21								218
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other						1								1
TOTAL	49	48	43	39	21	22	0	222						

Part IV: ELL Programming

A. Programming and Scheduling Information

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. a. The organizational models at P. S. 124 are a combination pull-out and/or push-in model for grades K-5 and four self-contained heterogeneous ESL classes (one each in grades K, 1, 3 and 4), each taught by a certified ESL/bilingual teacher. Whenever possible, the ESL support teachers schedule preps to meet and plan with non-ESL teachers.

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

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

3. Our ESL teachers work collaboratively with the classroom and cluster teachers with a push-in model to provide support in reading, writing, mathematics and science. They gather appropriate leveled materials for ELLs based on their ability levels and provide vocabulary instruction so that instruction is accessible for them in the classroom setting. Books on tapes and Chinese-English dictionaries are also provided to support literacy skills. Visual aids and charts with pictures associated with the words or ideas are created and displayed in rooms to assist ELLs in the learning process.

Some of the instructional approaches and methods used to make content comprehensible and enrich language development include: multi-level group work, reporting back, TPR techniques with beginners, use of information gap activities, hands on activities, use of visuals including charts and realia, emphasis on shared reading, adaptations to the balanced literacy program as per Pauline Gibbons' suggestions in Learning to Learn in a Second Language and Scaffolding Language, Scaffolding Learning, use of mother tongue to facilitate beginning writing, etc. Grade planning/pacing calendars enable ESL teachers to address content topics and vocabulary. ESL teachers align projects with grade content focus and articulate with classroom teachers on a continual basis to ensure alignment with grade content.

4. The ESL teachers provide sample assessments (i.e., NYS Science, NYS Mathematics) in the native language of the ELLs to determine whether or not the translations (i.e., Simplified or Traditional Chinese) can be read by the students. If the students indicate that they are able to read the questions in their native language, they are provided with the above mentioned formal evaluations in the translated formats.

A. Programming and Scheduling Information

5.
 - a. For a SIFE student, the ESL teacher assesses him/her to determine instructional level and collaboratively works with the classroom teacher on accessing appropriate materials and modifying lessons to support instruction in the classroom. Extended School Day is provided to increase learning time.
 - b. For ELLs who are newcomers or are required to take the ELA test after one year, besides the push-in and pull-out instruction delivered by the ESL teachers, they are included in the Extended School Time (50 minutes) 3 days/week as well as Extended School Day (75 minutes, 1X/week for 10 weeks).
 - c. For ELLS receiving service 4-6 years, ESL teachers push in and work collaboratively with classroom teachers to provide appropriate leveled materials and instructional support in the classroom. Extended School Day is provided to prepare them for standardized assessments.
 - d. For Long-Term ELLs (one child), we provide at risk intervention with an ESL teacher during the school day (4X/week, 30 minute sessions) as well as provide Extended School Time and Extended School Day. We might also refer the student for special education evaluation (category X) if we determine there is lack of progress that is not due to language.

6. Instructional approaches and methods used to make content comprehensible and enrich language development for ELL-SWDs include: multi-level group work, reporting back, TPR techniques with beginners, use of information gap activities, hands on activities, use of visuals including charts and realia, emphasis on shared reading and modifications to the balanced literacy program. Books on tapes and Chinese-English dictionaries are provided to support literacy skills. Visual aids and charts with pictures associated with the words or ideas are created and displayed in rooms to assist ELLs in the learning process. Foundations and Imagine Learning (software program) are resources that provide our ELL-SWDs access to academic content areas and accelerate English language development.

7. Our ESL teachers plan with the classroom teachers and are familiar with the content units of studies that are expected in the grades they work with. They attend the weekly common grade meetings and engage in curriculum planning based on the learning needs and abilities of the ELL-SWDs that they work with. When they push in to the classroom, they provide instructional support to their mandated students who are learning alongside of their general education peers. In the upper grades (4 & 5), the ESL teacher schedules push-in support for ELL-SWDs during periods when they are in science class.

Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

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

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

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

Native Language 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.



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

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. Targeted intervention programs for all levels of ELLs (Beginners, Intermediates & Advanced) in ELA and the content areas include:

- Imagine Learning – a software program that provides practice in phonemic awareness, fluency, comprehension, oral language skills, vocabulary building, synthesizing and analysis of both fiction and non-fiction texts;
- Foundations;
- Words Their Way;
- Fountas & Pinnell's Leveled Literacy Intervention System K-2
- Into English program – books & cassette tapes for take-home practice; and
- Small group instruction

For ELLs who need support in mathematics, small group instruction and Extended School time is provided.

9. Continual transitional support for ELLs attaining proficiency in the NYSESLAT include Extended School Time and/or Extended School Day sessions. The ESL teachers support classroom teachers by offering additional leveled and accessible resources based on the students' abilities and skills. Small group instruction with additional support personnel (i.e., student teachers, America Reads volunteers, Learning Leader volunteers) is also a way to assist ELLs in transition.

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

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

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

13. Instructional materials include:

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

14. Native language support is with translations provided by the Chinese speaking ESL support personnel, either when they push-in to work with Beginner ELLs in the classroom or when they work with them in small groups outside of the classroom. Beginner ELLs are partnered with more advanced English speaking students to help them function in the classroom.

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

16. To assist newly enrolled ELL students, a packet has been prepared to give to the family with information about the school and general expectations, suggestions of social services available to help new immigrants, and local places and resources that could help the students to

adjust to their new neighborhood. Some customs and phrases are provided to help them acclimate to their new home and environment.

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

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

1. Teachers of ELLs have common planning time and also meet with the general education classroom teachers during their common grade planning time to discuss curriculum units/inquiry work, concerns and the progress of individual ELL students. A book study group led by an ESL teacher for ELL staff and non-ELL staff engages them in learning about effective strategies to support ELLs. Teachers of ELLs attend workshops offered by the CFN ESL instructional support team (M. Cucchiaro) as well as in-school on use of technology (i.e., SmartBoard, iPad) to engage students in the learning process. In addition, ESL teachers participate in monthly ESL Team meetings after school to plan curriculum and lessons with general classroom teachers as well as to share resources and best instructional practices.

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

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

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

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

E. Parental Involvement

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

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

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

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

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

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	39	4	4	0	2	4								53
Intermediate(I)	19	4	12	4	5	4								48
Advanced (A)	35	35	19	18	14	7								128
Total	93	43	35	22	21	15	0	0	0	0	0	0	0	229

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	3	2	2	0	1	2							
	I	21	6	2	0	3	5							
	A	20	33	18	15	3	9							
	P	7	10	20	20	25	8							
READING/ WRITING	B	16	4	4	0	1	4							
	I	16	1	12	4	6	3							
	A	9	22	19	15	13	5							
	P	10	24	7	16	12	12							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	4	10	21	0	35
4	3	15	11	0	29
5	4	9	6	0	19
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3			8		24		2	1	35
4			2	1	12	5	10	2	32
5	1		2		7	3	6	4	23
6									0
7									0
8									0

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			1	1	14	3	9	4	32
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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
Chinese Reading Test								

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

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

1. Our school uses TCRWP to assess the early literacy skills of our ELLs. Other assessments we supplement include Fountas & Pinnell and DRA) for certain students. The data informs us of which students need extra instructional support in areas such as phonemic awareness, reading comprehension skills, fluency, vocabulary, etc. It enables teachers to plan small group instruction based on learning needs as well as those who need Extended School Time.

2. According to the results of the LAB-R and NYSESLAT, most of our students across the grades are at the Advanced Level. Approximately 30% of our kindergarteners are at the Beginner Level. The total number of ELLs decreases significantly from Grades K through 5. An analysis of the NYSESLAT modality indicates that in grades K-1, more students lack proficiency in Listening/Speaking and beginning in gr. 2 through gr. 5, more ELLs lack proficiency in Reading/Writing.

3. The ESL teachers consult with classroom teachers and inform them of the modalities (listening/speaking or reading/writing) which their ELLs struggle with. They share with them the results of the NYSESLAT/LAB-R and provide instructional materials and strategies which could be integrated into the curriculum to help them improve and build the necessary skills to attain proficiency in those modalities.

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

- Our school did not opt to administer the ELL Periodic Assessment.
- N/A

5. N/A

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

assignments) also indicate the impact our programs for ELLs is making in their learning and social growth.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: Yung Wing Elementary

School DBN: 02M124

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Alice Hom	Principal		
Yi Law Chan	Assistant Principal		
Christina Pun	Parent Coordinator		
Judy Ng	ESL Teacher		
Jennifer Fung	Parent		
Shannon Wood	Teacher/Subject Area		
Xiao Ming Chen	Teacher/Subject Area		
Patricia Kwan	Coach		
	Coach		
Terry Tam	Guidance Counselor		
Ada Cordova	Network Leader		
Minda Kauffman	Other <u>ESL Teacher</u>		
Suzy Poon	Other <u>Speech Teacher</u>		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 02M124 **School Name:** Yung Wing Elementary

Cluster: 2 **Network:** 206

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

Part A: Needs Assessment Findings

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

At the point of registration, parents are interviewed by a certified ESL/bilingual teacher in order to complete the Home Language Survey. Emergency blue cards are filled out by parents and returned to the school during the first weeks of school. Noted on these cards is the language(s) understood by parents, which the office staff tabulates for each class. This data is used when school notices or other documents/booklets requiring translated versions are to be distributed to parents. During conferences with teachers or parent meetings and workshops, if there are parents attending who require oral interpretation, the parent coordinator, family worker or a bilingual teacher will be present to provide language translations. All PTA notices or DOE letters are translated and sent home in a timely manner so parents are informed of activities or events which are pertinent to them.

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.

Results from the HLS and blue emergency card data indicate that approximately 45 - 50% of our families request Chinese translations while only 2 families require Spanish translations. These findings are noted on the Table of Organization located in the school's main office for staff when distributing parent notices and other resources that come in different languages. The findings are also reported to the PTA Executive Board for them to share with the general parent population.

Part B: Strategies and Activities

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

The family worker and parent coordinator provide the majority of written translation services in our school. School-wide notices are given to them with at least 1-2 days notice for completion of translation. Any notices the school receives from the Department of Education or the Chancellor's office are distributed with the translation on the reverse side. Bilingual teachers and paraprofessionals are occasionally asked to assist in translating documents with per session payment for the overtime service. In addition, bilingual parent volunteers have been recruited to assist translating letters or notices when necessary.

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

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

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

2012-13 Comprehensive Education Plan (CEP)

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Yung Wing Elementary	DBN: 02M124
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input 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 type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other: Weekend trip
Total # of ELLs to be served: 52
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 4
of content area teachers: 2

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: Our ESL and/or Bilingual teachers who are ESL/TESOL certified will work collaboratively with the classroom and cluster teachers with a push-in model to provide support in reading, writing, mathematics and science. Appropriately leveled fiction and non-fiction materials aligned with the Common Core Learning Standards for ELLs that are based on their ability levels will be purchased. Vocabulary, writing and making inferences will be instructional goals focused on so that learning is accessible for ELLs in the classroom setting. Books on CDs and Chinese-English dictionaries will also be resources to support literacy skills. Visual aids and charts with pictures associated with the words or concepts will be co-created and displayed in rooms to assist ELLs in the learning process. Teachers use a balanced literacy approach to teaching reading and writing, and ELLs are involved in this type of program. Adaptations are made to meet the needs of ELLs (as per Pauline Gibbons' suggestions).

The ESL team will meet monthly to plan content units of study for ELLs aligned with grade level standards and to study more closely texts that will enrich the language and comprehension skills for ELLs they work with. Push in ESL teachers and classroom teachers will both be responsible for implementing content lessons with an emphasis on language development.

PS 124 will target approximately 52 ELLs from grades 2, 3, 4 and 5 who score at Beginner/Intermediate levels based on either the LAB-R or NYSESLAT. Four small groups will meet after school for 1.25 hrs./wk for 15 weeks between Jan. and May to receive direct instruction from a team of ESL and general education teachers to prepare them for the NYS ELA, Math and NYSESLAT assessments.

* ESL strategies specifically designed to expedite language learning - teacher-guided reporting, listening activities, barrier "information gap" games, etc. - will be used to meet students' language needs.

* Additional technology access time before or after school will be available for ELLs using Imagine Learning, a software program for ELLs. This will increase their individualized session times to help them increase their language development and content knowledge for science and social studies.

* Supplemental instructional materials, including non-fiction books, videos/CDs will be provided.

2 field trips will be organized to a science center or Big Apple Circus that will align with the children's science or arts literacy curriculum. 1 field trip will be planned to see a theatre production to expose and increase their literacy and arts experiences. Students will create PowerPoint presentations documenting information they've learned through hands-on experiences and internet research.

Part C: Professional Development

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

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

Begin description here: A team consisting of a classroom teacher, ESL teacher and principal will attend the Network's ESL Action Research meetings (3 scheduled) to focus on developing a unit of study that is aligned with the CCLS and builds on supporting the development of language for ELLs. PS 124 will form an ESL team consisting of the Principal, Literacy Coach, 4 ESL teachers, 4 general education teachers and 2 cluster teachers who have ELLs in their classes. They will meet once a month from December through June (1 - 1.5 hrs/session) to focus on ESL strategies and curriculum planning for Beginner/Intermediate ELLs. They will discuss and apply the researched based ESL strategies to plan content units of study for ELLs aligned with grade level standards. Push in ESL and classroom teachers will be responsible for implementing content lessons with an emphasis on language development and writing. All teachers participating will be paid at the per session rate.

* Teachers will consider research/strategies discussing in Supporting English Language Learners - A Guide for Teachers and Administrators, Literature-Based Instruction with English Language Learners, and Making Content Comprehensible for English Learners as they relate to teaching social studies and science.

* The ESL team will use an inquiry approach to develop strategies which can help support ELLs who consistently score in the Advanced level of Proficiency. They will discuss the strand of weakness (using results of NYSESLAT) and plan instruction to target those needs.

* Teachers will select/create appropriate materials and lessons to support ELLs in learning science and social studies. They will study Tier II and Tier III words to understand which can be introduced and used frequently for instructional purposes.

* At the end of the study group, the team will compile a list of ESL strategies that can be used to teach content subjects in order to scaffold instruction for ELLs within their class or cluster program.

* ESL and classroom teachers who have students using Imagine Learning will receive professional development on differentiating instruction, using data reports, lesson planning and developing classroom activities.

* ESL staff will attend weekly grade meetings to plan with classroom teachers and target instruction for the ELLs they work with.

Part D: Parental Engagement Activities

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: ESL and general education teachers will provide hands-on workshops for parents in reading, writing, and math to be scheduled from January - May. They will be structured by grade bands (K-1, 2-3, 4-5) in order to demonstrate specific information and materials implemented by students. Informational workshops will also be provided to give parents an overview of the NYS ELA, Math and Science Assessments and tips on how they can support their children at home.

Parents who attend field trips will learn how to build language (oral and written) with their children by creating interactive and collaborative technology projects.

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 		
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)		

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.
Travel		
Other		
TOTAL		