



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME: PS 130 HERNANDO DESOTO**

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

PRINCIPAL: **LILY DIN WOO**

EMAIL: **LWOO@SCHOOLS.NYC.GOV**

SUPERINTENDENT: **MARIANO GUZMAN**

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature
Lily Din Woo	*Principal or Designee	
Rena Liad	*UFT Chapter Leader or Designee	
Erin Ma	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
John Lo	Member/Parents	
Winnie Fung	Member/Parents	
Dorothy Shu	Member/Parents	
Leslie Ng	Member/Parents	
Howard Epstein	Member/Staff	
Kenneth Mendez	Member/Staff	
Jennifer Pearsall	Member/Staff	

\*\* 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, 2012, at least 40% percentage of students in the lowest third of the school will meet the minimum cutoff for students at the 75<sup>th</sup> percentile growth or higher in the city on the ELA.***
- 

### **Comprehensive needs assessment**

- ***According to the published data as of December 21, 2012, the school's register of 990 is comprised of the following: 87.37% Asian (Chinese), 4.75% Hispanic, 4.65% White, 0.81% Black, 0.30% American Indian or Alaskan Native, and 2.12% Multi-racial. While less than 2% of the students are classified as ELLs, the great majority of students (approximately 65%) enter school speaking little or no English even though they may have been born in the United States. This is due to the fact that most are raised by non-English or limited English speaking caregivers or relatives while parents work. For childcare reasons, many are sent back to China where they reside until they reach school age when they return to enter school in the US. Many parents are unable to help them with English because they, too, are limited English proficient.***
- ***65.7% of our students are eligible for free lunch; an additional 15.4% are eligible for reduced fee lunch, bringing our total low-income, disadvantaged population to a little over 82%. Many parents are restaurant workers, manual laborers, home attendants, etc. with very long hours; many have jobs where they are transported by their employers to and from far away locations in New Jersey, Connecticut and Long Island via vans that are provided by the restaurants. Some others, because of the distance, live at the worksite and return home only on their days off or during extended holiday breaks. Almost all families have both parents working. As a result, over 80% our children attend after school childcare programs until at least 6:00pm or stay with caregivers who may also be limited English proficient.***
- ***A review of the progress report data, ARIS reports, and state and city assessment reports of the lowest third indicates that many of these students had been previous ELLs with learning challenges. With higher expectations and more rigorous state standards, continued support for former ELLs is evidently needed as well as differentiated instructional practices to address their challenges.***

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
- ***Classroom teachers will be required to submit learning goals for each of their children and to report quarterly (October/January/March/May) on their students' progress. Principal, supervisors of the grades and staff developer will monitor progress and have meetings and discussions with individual teachers/grades and additional professional development will be provided as needed.***
- ***Administration, staff developer, and team of lead teachers will summarize findings and planning of next steps. Teachers will have input at their grade meetings.***

- *At risk students will receive support year-round from AIS teachers and student teachers in small groups during the school day through either a push-in or pull-out model. Funding is primarily through Title I.*
- *Students identified as at risk of not meeting standards will attend our early morning intervention program (“Muffin Club”) where they will receive small group instruction with no more than 6-8 children in a group per teacher. Groups will be assessed every 6-8 weeks and participation in a cycle will be adjusted accordingly based on classroom performance and assessments. Cycles generally run about 8 weeks.*
- *One-to-one reading intervention will be given to the most at-risk students through AIS/ESL teachers and America Reads volunteers. Periodic assessments will be made and students will be added or discontinued based on progress in the programs and in the classrooms.*
- *One-to-one buddy reading opportunities with corporate volunteers from the Power Lunch Program during their lunch periods once a week year-round. Students will be selected based on need.*
- *Students identified as at risk (level 1 & 2) will attend an extended school day program that will focus on reading and writing strategies every Tuesday and Thursday from 3:10 pm to 4:40 pm from mid-January, 2013 through mid-April, 2013.*
- *To provide motivation and reinforcement, students will participate in a variety of arts/performance partnerships that help students improve literacy skills.*

#### **Strategies to increase parental involvement**

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

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

- ***Direct instruction throughout the year (small group and whole class, push-in/pull-out) - all teachers' support staff's salaries – Fair Student Funding and Title I***
- ***Two common preps per week for each grade to meet and discuss the needs of students on their grades and to plan strategies that would effectively address those needs – Fair Student Funding.***
- ***Released time for teachers (100 sub days) to meet and attend professional development meetings to further their skills as highly qualified teachers – Title I***
- ***Per session costs for Extended School Day program from mid-January 2013 through Mid-April 2013 – Fair Student Funding***
- ***“Power Lunch” volunteers for buddy reading throughout the school year – no cost to school***
- ***“Muffin Club” early morning tutorial program for the entire year – (no extra cost – part of the teachers' regular work day through UFT time/Fair Student Funding).***
- ***Books and materials for Extended School Day and academic support programs - NYSTL, Title I, Title III***
- ***AIS & ESL pull-out/push-in programs throughout the school year – Title I and Fair Student Funding***
- ***Various arts and enrichment residency programs (National Dance Institute, Rosie's Theater Kids, American Ballroom's Dancing Classrooms, etc.) work with students to provide motivation and support for language and literacy development as well as physical/health development. – Fair Student Funding & private grants***
- ***60 days to be scheduled as needed throughout the year for Staff Developer Kaye Lawson for teacher support and professional development to***

***maintain highly qualified teaching staff – Title I***

- ***CBOs such as Immigrant Social Services and the Chinese American Planning Council work with our children in their afterschool programs on their homework assignments and provide additional support for the struggling students that attend their programs. They have arranged for professional development for their staffs to learn about the strategies we use during the day school program and encourage dialogue between their tutors with our teachers so that they are aware of what the children are working on – no cost to school.***
- ***Partnership with the Charles B. Wang Community Health Center for support for students identified with health-related issues impacting on their learning and their families. – no cost to school***

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

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
  - ***According to the published data as of December 21, 2012, the school's register of 990 is comprised of the following: 87.37% Asian (Chinese), 4.75% Hispanic, 4.65% White, 0.81% Black, 0.30% American Indian or Alaskan Native, and 2.12% Multi-racial. While less than 2% of the students are classified as ELLs, the great majority of students (approximately 65%) enter school speaking little or no English even though they may have been born in the United States. This is due to the fact that most are raised by non-English or limited English speaking caregivers or relatives while parents work. For childcare reasons, many are sent back to China where they reside until they reach school age when they return to enter school in the US. Many parents are unable to help them with English because they, too, are limited English proficient.***
  - ***65.7% of our students are eligible for free lunch; an additional 15.4% are eligible for reduced fee lunch, bringing our total low-income, disadvantaged population to a little over 82%. Many parents are restaurant workers, manual laborers, home attendants, etc. with very long hours; many have jobs where they are transported by their employers to and from far away locations in New Jersey, Connecticut and Long Island via vans that are provided by the restaurants. Some others, because of the distance, live at the worksite and return home only on their days off or during extended holiday breaks. Almost all families have both parents working. As a result, over 80% our children attend after school childcare programs until at least 6:00pm or stay with caregivers who may also be limited English proficient.***
  - ***An analysis of the 2011-12 NYSESLAT indicates that 39% of the ELLs in the school reached proficiency in reading and writing and 41% of the ELLs reach proficiency in listening and speaking. This was a slight drop from the previous year's overall results in both categories.***

### **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:
  - e) strategies/activities that encompass the needs of identified student subgroups,
  - f) key personnel and other resources used to implement these strategies/activities,
  - g) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - h) timeline for implementation.
- ***ELL students will attend the morning "Muffin Club" tutorial program (UFT time) during the entire school year with teachers who are familiar with/trained in ESL strategies.***
- ***Teachers are provided with information on their ELL students and are given the opportunity to discuss and help evaluate the effectiveness of the strategies used with ELL students at staff meetings.***

- *3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade ELL students will attend an extended school day program focused on ESL strategies taught by ESL teachers and specialists every Tuesday and Thursday from 3:10 pm to 4:40 pm from January, 2012 through mid-April 2013. (Title III).*
- *ELL students will participate year-round in class presentations and performance arts programs year that will help develop their language skills and confidence in using the English language. (Tax levy funds and Parent Association Grant and donations.)*
- *ELL students will participate year-round in the Power Lunch program where students are paired with corporate volunteers to read once a week during their lunch period. (No cost to the school).*
- *ESL specialists will work with students in small groups for ESL instruction throughout the year. Children will be assigned to classes where teachers are dually certified (ESL and Common Branches) whenever possible to reduce the need for pull-out services and to provide all-day ESL support to the students. (Title I and tax levy funds)*
- *America Reads tutors and other volunteers will work with children on an individual and small group basis within the classroom with teachers as necessary throughout the year to provide more individualized attention. (no cost to school)*
- *Class trips are planned for ELLs and their parents throughout the year so that they can experience first-hand many of the things they read about (city landmarks, museums, plays, etc.). Follow up activities include writing responses and journal entries. (Title III and tax levy funds)*
- *The addition of more computer technology in the ELL classrooms so that ELL students can have equal access to information. (Tax levy funds)*

#### **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.
  - *Orientations are held in September to inform parents of eligible ELLs of program offerings, choices, expectations and curriculum. Orientations are conducted in both English and Chinese, and in Spanish as needed. The Department of Education's DVD on parent's choice and rights is shown and informational materials in the parents' home language are distributed. If parents are unable to attend the orientation meeting, an individual meeting is set up for the parent to receive the information.*
  - *All notices from the school regarding services are provided to parents in the parents' home language.*
  - *Parent Coordinator and members of the Parents Association Executive Board work closely together with school staff to provide pertinent information to parents regarding resources to help their children.*
  - *In-school translators (for Chinese and Spanish) are provided as necessary for all progress report meetings between the school and the parents. Meetings are held regularly for many of the at-risk students.*
  - *Accommodations are made for parents who cannot meet about their children's progress during the school day; bilingual school administrators stay as late as 6 or 7pm most days to follow up with students and parents.*

- **Parents are invited to school performances and class celebrations on a regular basis so that parents can see what the children are learning and the positive impact that the arts are having on their children’s progress in learning English.**
- **Workshops and seminars are offered by ESL staff and ESL-certified administrators for parents to learn parenting skills and ways to help their children at home. Many of the Parent Association general meetings include a segment on parenting and helpful tips which, in the past, has increased the number of attendees at the meetings.**

**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.  
  x   Tax Levy      x   Title I    \_\_\_\_\_ Title IIA      x   Title III      x   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 Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds for programs such as:**

- **Direct instruction (group and whole class) - all teachers’ support staff’s salaries (Fair Student Funding and Title I)**
- **Per session costs for Extended School Day program from mid-January 2013 through mid-April 2013 (Title III)**
- **“Muffin Club” early morning tutorial program throughout the year – (no extra cost to school – part of the teachers’ regular work day through UFT time/Fair Student Funding).**
- **Books and materials for Extended School Day and academic support programs (NYSTL, Title III)**
- **AIS & ESL pull-out/push-in programs (Title I and Fair Student Funding)**
- **60 days (days to be determined) by Staff Developer Kaye Lawson for teacher support and to maintain highly qualified staff (Title I)**
- **Released time through sub days (days to be determined) for staff to attend professional development activities related to ELL students (Title I)**
- **Professional development by certified ESL staff/supervisors in the building (Fair Student Funding and Title I)**

- *Various arts residency programs (National Dance Institute, Third Street Music School, American Ballroom's Dancing Classrooms, etc.) work with students to provide motivation and support for English language and literacy development (Fair Student Funding and private grants)*
- *CBOs such as Immigrant Social Services and the Chinese American Planning Council work with our children in their afterschool programs on their homework assignments and provide additional support for the struggling students that attend their programs. They work closely with the school and have arranged for professional development for their staffs to learn about the strategies we use during the day school program and encourage dialogue between their tutors with our teachers so that they are aware of what the children are working on. CBOs have bilingual staff who can communicate with the parents in their home language (no cost to school)*

### **ANNUAL GOAL #3 AND ACTION PLAN**

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

#### **Annual Goal #3**

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

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

- ***100% of the teachers will have improved their understanding and knowledge of how to use technology as an instructional and communication tool through a variety of equipment and resources (interactive SMARTBOARDS, document cameras, etc.). This year we are adding the use of iPads in some of the classrooms as an instructional and as a learning tool for some of our at-risk students.***
- ***Use of technology to enhance communication skills of students through “TV130”, a pilot that will teach students “behind the scenes” videotaping skills and “in front of the camera” newscasting skills.***
- ***100% of the teachers will use email as a means of communication with colleagues, students and supervisors. In addition, there will be an increased use of the school-wide Google calendar to share important dates, meetings and events with staff and students.***

#### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
- ***According to the published data as of December 21, 2012, the school’s register of 990 is comprised of the following: 87.37% Asian (Chinese), 4.75% Hispanic, 4.65% White, 0.81% Black, 0.30% American Indian or Alaskan Native, and 2.12% Multi-racial. While less than 2% of the students are classified as ELLs, the great majority of students (approximately 65%) enter school speaking little or no English even though they may have been born in the United States. This is due to the fact that most are raised by non-English or limited English speaking caregivers or relatives while parents work. For childcare reasons, many are sent back to China where they reside until they reach school age when they return to enter school in the US. Many parents are unable to help them with English because they, too, are limited English proficient.***
- ***Because so many of our students are ELLs or former ELLs, there is a continuing need to build on their language and communication skills and for them to have a means to access support at home. Technology provides access to information, resources and learning for these students.***
- ***There is a growing expectation that students will be able to use technology as a learning tool as they move forward through the grades and for college. Because of the overwhelming number of families who do not speak English or may have limited skills in technology, there was a great need to begin helping students learn some of the technology skills they will need later on.***

***Communication through emails and shared documents is a more effective way for teachers to plan with colleagues on lessons and units, and other information, particularly regarding services and intervention for special needs and at-risk students.***

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
- ***Although no longer a part of the iZone Pilot initiative for elementary schools due to budgetary reasons, PS 130 will continue to use the “Time to Know” Program as an enhancement learning tool for math in 2 classrooms throughout the school year. The program is meant to increase student engagement and provide more individualized instruction with immediate feedback while allowing the teacher to work with individuals or small groups (NYSTL and Fair Student Funding)***
- ***All teachers will use technology (SMART boards, laptops and document cameras) on an on-going basis as an instructional tool to bring more resources to the classrooms via Internet resources and video clips and through web-based subscriptions such as Discovery Education and RAZ Kids (NYSTL, RESO grants)***
- ***We have increased the pool of students on the 4<sup>th</sup> and 5<sup>th</sup> Grades involved in a pilot program by a group of professional videographers that will teach them how to effectively use a camcorder and a sound system to document announcements and broadcasts. Students who were part of the program last year are serving as “mentors” to the new students in the group to develop leadership skills. Children will investigate newsworthy stories, write scripts and present/prepare news broadcasts for the school. The intent behind this is not only to develop the children’s abilities to use camera equipment and sound systems, but also to develop awareness of current events, and writing and speaking skills which has been determined by teachers as areas of need. The program will operate from November 2012 through April 2013. (Fair Student Funding)***
- ***Teachers will continue to increase their use of our school’s Intranet site as a means of communication between staff. This will ensure timeliness of notice on important issues and help make our school more “green” by using less paper.***
- ***Renny Fong, technology teacher and leadership intern, will offer “Lunch and Learn” technology sessions as well as afterschool sessions for staff to share best practices during the school year beginning in January 2013 through June 2013 and to provide support to teachers who may need additional training on the use of technology in the classroom (Fair Student Funding and Title I)***

### **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.
  - ***As more parents are using emails as a means of communication, the ability to send notices (and pdfs of translations to parents) improves the timeliness of notice on important issues.***
  - ***Parents can see what the children are learning and can assist their children by using Internet resources that are available through the school.***
  - ***Technology workshops are offered to parents including topics as to how to access information on their children’s progress and test results through ARIS and Internet safety.***

**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).
- ***Volunteers who are professionals and experienced instructors in videography are working with our school in providing valuable hands-on instruction to our students in the operation of camera and technology equipment, as well as broadcasting techniques.***
- ***Fair Student Funding monies to release the technology specialist to work and/or assist teachers in using technology in their classrooms.***
- ***Professional development through after school workshops and/or released time (sub days) funded through Title I and Fair Student Funding.***
- ***Additional technology (computers, printers, etc.) purchased for students to enhance instruction funded through NYSTL and RESO grants.***

### 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.).
<p><b><u>ELA</u></b>            Kindergarten – 66 students            Grade 1 – 50 students            Grade 2 – 28 students</p>	<ul style="list-style-type: none"> <li>• Early morning intervention</li> <li>• AIS pullout services</li> <li>• Early morning intervention (Muffin Club)</li> <li>• AIS pullout services</li> <li>• America Reads</li> </ul>	<ul style="list-style-type: none"> <li>• Small group</li> <li>• Small group</li> <li>• Small group</li> <li>• Small group</li> <li>• One to one</li> </ul>	<ul style="list-style-type: none"> <li>• Before school</li> <li>• During the school day</li> </ul>
<p><b><u>ELA</u></b>            Grade 3 – 52 students            Grade 4 – 41 students            Grade 5 – 39 students</p>	<ul style="list-style-type: none"> <li>• Extended School Day</li> <li>• America Reads Program</li> <li>• Early morning intervention (Muffin Club)</li> <li>• AIS push-in/pullout services</li> </ul>	<ul style="list-style-type: none"> <li>• Small group</li> <li>• One to one</li> <li>• Small group</li> <li>• Small group</li> </ul>	<ul style="list-style-type: none"> <li>• After school</li> <li>• During the school day</li> <li>• Before the school day</li> <li>• During the school day</li> </ul>
<p><b><u>Mathematics</u></b>            Kindergarten – 10 students            Grade 1 – 10 students            Grade 2 – 10 students</p>	<ul style="list-style-type: none"> <li>• Early morning intervention (Muffin Club)</li> <li>• America Reads/Counts Program</li> </ul>	<ul style="list-style-type: none"> <li>• Small group</li> <li>• One to one tutoring</li> </ul>	<ul style="list-style-type: none"> <li>• Before school</li> <li>• During the school day</li> </ul>
<p><b><u>Mathematics</u></b>            Grade 3 – 20 students            Grade 4 – 14 students            Grade 5 – 11 students</p>	<ul style="list-style-type: none"> <li>• Extended School Day</li> <li>• America Reads/Counts Program</li> <li>• Early morning intervention (Muffin Club)</li> </ul>	<ul style="list-style-type: none"> <li>• Small group</li> <li>• One to one tutoring</li> <li>• Small group</li> </ul>	<ul style="list-style-type: none"> <li>• After school</li> <li>• During the school day</li> <li>• Before school</li> </ul>
<p><b><u>Science</u></b>            Grade 3 – 10 students            Grade 4 – 3 students            Grade 5 – 3 students</p>	<ul style="list-style-type: none"> <li>• Extended School Day</li> <li>• America Reads Program</li> </ul>	<ul style="list-style-type: none"> <li>• Small group</li> <li>• One to one tutoring</li> </ul>	<ul style="list-style-type: none"> <li>• After school</li> <li>• During the school day</li> </ul>

<p><b>Social Studies</b>  Grade 3 – 52 students  Grade 4 – 41 students  Grade 5 – 39 students</p>	<ul style="list-style-type: none"> <li>• Extended School Day</li> <li>• Early morning intervention (Muffin Club)</li> </ul>	<ul style="list-style-type: none"> <li>• Small group</li> <li>• Small group</li> </ul>	<ul style="list-style-type: none"> <li>• After school</li> <li>• Before the school day</li> </ul>
<p><b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p> <p>Kindergarten – 2 students  Grade 1 – 2 students  Grade 2 – 4 students  Grade 3 – 10 students  Grade 4 – 9 students  Grade 5 – 10 students</p>	<ul style="list-style-type: none"> <li>• Counseling</li> </ul>	<ul style="list-style-type: none"> <li>• Individual/small group</li> </ul>	<ul style="list-style-type: none"> <li>• During the school day</li> </ul>

### **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.

- ***All staff currently working at the school are highly qualified and appropriately certified. Retention rate of staff is very high.***
- ***We are currently using Title I funds earmarked for the purpose of supporting continued professional growth through the work of our staff developer, Kaye Lawson. Kaye and the school leaders are working with staff members on individual goals which will enhance their performance as teachers.***
- ***Teachers are released for a number of professional development days for guided work on Common Core State Standards and planning through sub coverage which is funded through Title I. Staff developer Kaye Lawson, an expert on literacy and instruction, particularly for populations such as special needs and ELLs, work closely with school leaders to provide support to the teachers on an ongoing basis. Principal Lily Woo and Assistant Principal Shirley Chin are both State certified in ESL.***
- ***A technology specialist/teacher, Renny Fong, supports and assists teachers with technology and connectivity issues, as well as leads seminars and workshops for staff to improve their technology skills on an ongoing basis. In addition, various teachers volunteer to run additional workshops for their colleagues during the course of the year which are held at times convenient to the teachers. Released time for these activities is funded under Title I and Fair Student Funding.***
- ***Mentor/buddy teachers are provided for all newly assigned teachers to our school regardless of years in the system. This is to help teachers acclimate themselves to our school culture, understand expectations, and to maintain the consistency of teaching practices that have been established over the years that have enabled our school to achieve its high level of accomplishment.***

# The Hernando DeSoto School

PUBLIC SCHOOL 130 MANHATTAN

*Excellence in Education – Enrichment for All Children*

Administration:

Lily Din Woo, Principal

Howard G. Epstein, Assistant Principal

Shirley Chin, Assistant Principal



143 Baxter Street

New York, New York 10013

Telephone Number: 212-226-8072

Fax Number: 212-431-5524

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

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

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

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

## **SCHOOL-PARENT COMPACT**

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

### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

## **III. Student Responsibilities:**

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

**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 <b>Rello-Anselmi/Chu</b>	District <b>02</b>	Borough <b>Manhattan</b>	School Number <b>130</b>
School Name <b>PS 130 Manhattan - Hernando DeSoto</b>			

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

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

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

### D. School Demographics

Total number of students in school	<b>1014</b>	Total Number of ELLs	<b>171</b>	ELLs as share of total student population (%)	<b>16.86%</b>
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## Part II: ELL Identification Process

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

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

#### 1. ELL Identification Process

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

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

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

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

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

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

#### 2. Structures in place to ensure parents understand program choices

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

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

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

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

### 3. Distribution of Entitlement Letters

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

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

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

### 4. Criteria and procedures used to place identified ELLs

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

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

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

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

### 5. Trends

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

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

2011: Incoming students

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

2010: Incoming students

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

2009: Incoming students:

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

#### 6. Program Selection Alignment with School Model

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

## Part III: ELL Demographics

### A. ELL Programs

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

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

#### This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Chinese
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	Tot #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)	1	0	0	0	0	1								2
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														

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

### B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. ①

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

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

### C. Home Language Breakdown and ELL Programs

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

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

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

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

## Freestanding English as a Second Language

### Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1												1
<b>TOTAL</b>	<b>58</b>	<b>46</b>	<b>13</b>	<b>9</b>	<b>14</b>	<b>20</b>	<b>0</b>	<b>160</b>						

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. How is instruction delivered?

a. What are the organizational models?

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

b. What are the program models?

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

## A. Programming and Scheduling Information

of service is designated on their IEPs.

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

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

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

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

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

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

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

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

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

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

5. How do you differentiate instruction for ELL subgroups?

a. Describe your instructional program for SIFE?

## A. Programming and Scheduling Information

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

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

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

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

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

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

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

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

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

7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

ELL-SWDs, based on their readiness and ability, are often mainstreamed with students in regular classes for short periods of time with articulation between the special needs teacher and the mainstream teacher. The length of time within the regular classroom depends on the ELL-SWDs' strengths and abilities. In addition, where ELL-SWDs can manage in non-core areas, such as music, art and physical education, they often take those classes with mainstream students. This gives them a richer exposure to the English language, develop their confidence and ability in interacting with others, and allows them to develop and practice their speaking and listening skills.

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**

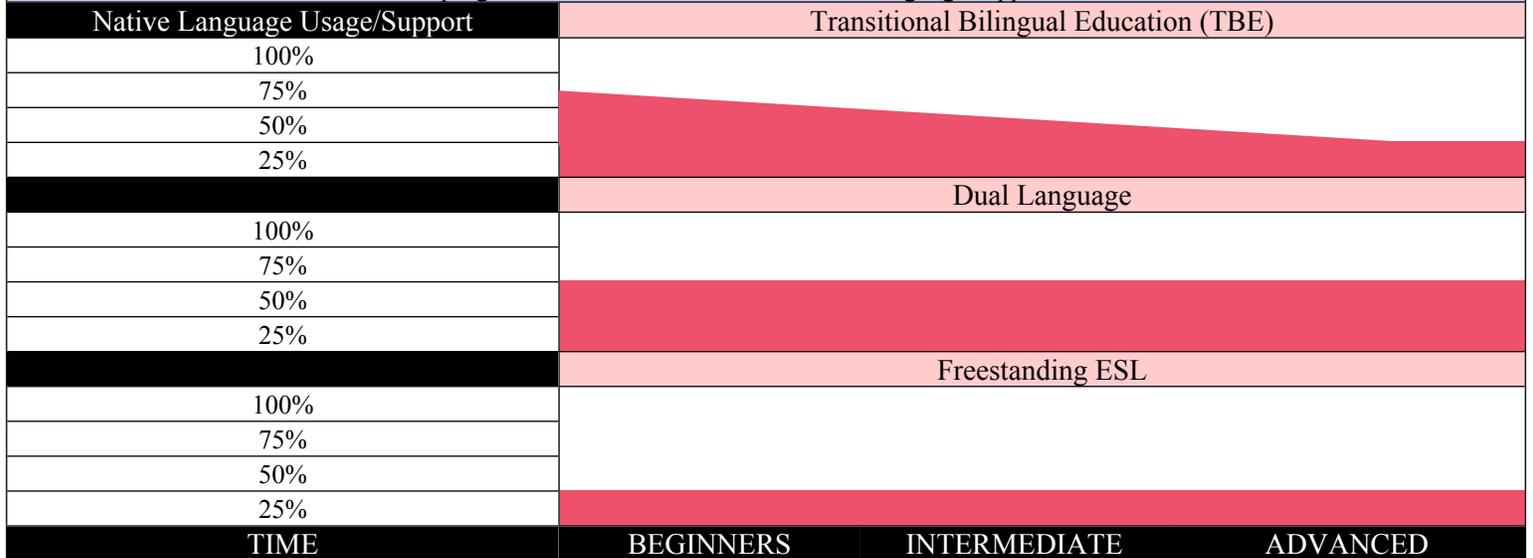
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 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
<b>FOR TBE /DL PROGRAMS:</b> 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. Describe your targeted intervention program for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the languages(s) in which they are offered.

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

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

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

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

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

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

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

We have noticed several things:

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

affecting their academic performance.

- Many parents have told us that there is a growing communication gap between them and the children. Their work schedules don't allow much quality time with the children and when they do spend time with them, they don't know what to say or do.

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

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

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

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

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

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

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

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

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

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

Because we have only ESL classes in our general education classrooms, native language support is not a requirement of the program model. However, we have many teachers and support staff who speak and/or read Chinese and who can provide native language support as necessary. Out of a staff of 58 teachers, 28 can speak Chinese, as well as 8 of the 9 the paraprofessionals who are working in the classrooms. The bilingual special needs classrooms deliver language support as per the children's IEPs.

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

Yes, the services support and resources correspond to the ELLs' ages and grade levels.

15. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.

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

16. What language electives are offered to ELLs?

17. Not applicable – none are offered.

### C. Schools with Dual Language Programs

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

Not applicable

## D. Professional Development and Support for School Staff

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

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

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

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

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

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

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

## E. Parental Involvement

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

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

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

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

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

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

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

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

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

- By helping them to understand the American school system better

- By developing an awareness of their children's needs

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

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

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	25	7	3	1	2	2								40
Intermediate(I)	0	16	1	1	6	6								30
Advanced (A)	36	23	10	8	9	15								101
Total	61	46	14	10	17	23	0	0	0	0	0	0	0	171

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

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

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

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

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

Native Language Tests									
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)				
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	
ELE (Spanish Reading Test)	0	0	0	0					

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	5	1	0	1				

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

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

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

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

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

Our ELLs are making good progress by making movement from one proficient level to the next. This past year’s school progress report indicated that we received maximum extra credit (1 points) for our work with the ELLs in the school in both English (with 50.0% at the 75 percentile growth or better, with the top 20% cut-off in the city being at 48.5%) and in math (70.6% at the 75 percentile growth or better, with the top 20% cut-off in the city at 55.0%).

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

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

the day program to promote improvement in the listening and speaking skills as well.

4. For each program, answer the following:

a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?

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

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

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

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

The results from the periodic assessments showed that our students had approximately the same performance levels in three modalities - reading, writing, and listening. There is no speaking section on the predictive assessments to measure their current abilities.

With the exception of the bilingual special education self-contained classes, the native language is not used in any of our classes.

5. For dual language programs, answer the following: N/A

a. How are the English Proficient students (EPs) assessed in the second language? N/A

b. What is the level of language proficiency in the second (target) language? N/A

c. How are EPs performing on State and City Assessments? N/A

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

We evaluate the success of our programs for ELLs by how well our ELLs transition into the mainstream. This is measured through teacher evaluation and an assortment of assessments (both formal and informal), parent feedback and student reflections and presentations.

### **Additional Information**

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

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

## **Part VI: LAP Assurances**

**School Name: PS 130 M - Hernando DeSoto**

**School DBN: 02M130**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lily Din Woo	Principal		10/28/11
Shirley Chin	Assistant Principal		10/28/11
Diane Chong	Parent Coordinator		10/28/11
Judy King Hui	ESL Teacher		10/28/11
Erin Ma	Parent		10/28/11
Wai Mei Roseman	Teacher/Subject Area		10/28/11
N/A	Teacher/Subject Area		
N/A	Coach		
N/A	Coach		
Debra Zaslow	Guidance Counselor		10/28/11
Yuet Chu	Network Leader		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

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

**Cluster:** 1      **Network:** 103

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

**Part A: Needs Assessment Findings**

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

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

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

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

## Part B: Strategies and Activities

---

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

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

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

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

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

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

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

- Our school's safety plan has procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers. Parents are asked to listen to specific radio stations that broadcast in their home language (1480AM in New York City).
- Our school has informed parents at our each of our parent grade orientations at the beginning of the year and at the first general meeting of the Parents Association of the Department's website which provides information in each of the covered languages concerning the rights of parents to translation and interpretation services and how to access such services.

## 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: PS 130 Manhattan	DBN: 02M130
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 type="checkbox"/> Other:
Total # of ELLs to be served: Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input 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: 3 # of certified ESL/Bilingual teachers: 3 # of content area teachers: 0

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

An extended school day English as a Second Language program for ELLs and former ELLs in the 3rd, 4th and 5th grades is provided for additional language development support. We anticipate that there will be a total of 30 ELLs and 15 former ELLs students served.

Classes will meet twice a week from 3:10pm to 4:40pm from approximately the end of November through mid April. They will be organized homogeneously so that the teacher can provide targeted instruction in English language arts (reading and writing). Goals are determined by their DRA assessments, current classwork and their teacher's input. All three ESL teachers will be appropriately State certified in ESL.

NYSESLAT test prep materials (such as the Empire State NYSESLAT from Continental Press) as well as appropriate ELA support materials (such as the new NY ELA Rehearsal by Rally!) will be purchased to familiarize students with testing language, vocabulary and format.

### Part C: Professional Development

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

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

Begin description here:

Since a majority of our students are ELLs or former ELLs, a portion of all staff/grade meetings will be devoted to addressing the needs of English language learners in the school. The focus during these sessions will include ESL strategies in the content areas as well as how to improve all four language skills (listening, speaking, reading and writing) within their classrooms. Common Core Standards, as they relate to ELLs, will be also be addressed. The principal (Lily Woo) and assistant principal (Shirley Chin) are state-certified in ESL and will be providing the training at these meetings as well as a staff developer consultant, Kaye Lawson, who is an expert on second language learners.

- Workshops and visits to successful ESL/Bilingual classrooms will be arranged for the ESL and

### Part C: Professional Development

bilingual staff as requested or necessary.

- There will be study groups offered within the school throughout the year which will focus on the needs of the ELL students. Study groups will consist of classroom teachers with ELLs and ESL service providers.
- To the extent possible, we will look at making arrangements for ESL and bilingual staff to attend citywide or State sponsored conferences on Bilingual Education and ESL and will be studying differentiated instruction as it relates to the English language learner.
- All teachers serving ELLs will be encouraged to participate in ESL professional development offered by the Department of Education as available.
- All newly appointed/hired general education teachers will be provided with 7 ½ hours of professional development on ESL strategies by certified ESL professionals within the building.

### 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:

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

At each of the quarterly general parent association meetings, there is a segment at the end of each meeting (about 30 - 45 minutes) that is devoted to giving helpful hints on how to be an active partner in their children's education specifically for ELL parents. This segment is usually delivered by the principal in both English and Chinese and a portion of time is set aside for questions and answers (if there are Spanish speakers in attendance, arrangements are made for a Spanish translator to be available) and draws about 50 to 100 parents. Because the feedback from ELL parents in the past has been positive, we are continuing these segments this year.

Three additional workshops for ELL parents will be coordinated by the Parent Coordinator, Diane Chong, will be offered. Topics offered will include training in accessing DOE and student information on the computer (such as accessing the DOE Parent Page, ARIS, etc.), information on making appropriate middle school choices for their children and help in filling out middle school choice applications.

In addition, we plan to have a Health Fair/Family Day event at the school on a weekend in May, 2013. Since most of our parent body consists of parents of ELLs and former ELLs, flyers are distributed about a

**Part D: Parental Engagement Activities**

month in advance in both English and Chinese and bilingual posters are prominently posted at all entrances to the building. A reminder notice is sent home a few days in advance of the event. This event is held every year to provide an opportunity for families to spend a day together at the school, having fun and learning how to keep themselves and their children healthy and to encourage parent involvement by ELL parents.

We also provide educational presentations and workshops for parents of ELLs on that day to improve parents’ understanding of the educational system which are presented by our school's bilingual staff.

Sports events, games and activities are planned for the children while parents speak with various service providers and attend workshops. Translators are provided for ELL parents. All agencies at the health fair, including Fidelis Care, Charles B. Wang Community Health Center, NYFD and NYPD, are asked to provide translated versions of their information for ELL parents if available. Based on our previous experience, almost all of our ELL and former ELL families attend that day, totalling more than 1,000 families from the school and neighborhood. Because parents are aware of the expectations and importance of attending school, our school's attendance rates is one of the top 10 schools in the city, averaging about 98% attendance every day.

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>		
Educational Software		

**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.
(Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		