



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** YUNG WING ELEMENTARY  
**DBN (i.e. 01M001):** 02M124  
**Principal:** ALICE HOM  
**Principal Email:** [AHOM2@SCHOOLS.NYC.GOV](mailto:AHOM2@SCHOOLS.NYC.GOV)  
**Superintendent:** MARIANO GUZMAN  
**Network Leader:** ADA CORDOVA

### School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Alice Hom	*Principal or Designee	
Cheryl Hong	*UFT Chapter Leader or Designee	
Jennifer Fung	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
John Volpe	Member/ Teacher	
Meelai Chow	Member/ Teacher	
Bridget Dolan Brown	Member/ Teacher	
Staci Young	Member/ Teacher	
Aliki Gerakaris	Member/ Teacher	
Sui Ling Tsang	Member/ Parent	
Helen Lai	Member/ Parent	
Minphay Chiou	Member/ Parent	
Amy Yeung	Member/ Parent	
Tony Chee	Member/ Parent	
Cecilia Leong	Member/ Parent	
	Member/	
	Member/	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### ***All Schools***

Indicate using an "X" in the box to the left of each section that the section has been completed	
	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	<b>Academic Intervention Services (AIS)</b>
	<b>Title I Plan (Only for schools receiving Title I funding)</b>
	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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 2014, administrators will use the Charlotte Danielson Framework for Teaching to conduct observations and provide feedback (minimum of four) to all teachers as evidenced by evaluation letters and feedback logs and 100% of teaching staff will have an understanding of the competencies and rubrics from the Danielson Framework for Teaching.

### Comprehensive Needs Assessment

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

According to the Chancellor's citywide instructional expectations, administrators are to be engaged in short, frequent cycles of classroom observation and feedback using a rubric that articulates clear expectations for teacher practice. In 2010, NYS passed Education Law 3012-c, introducing changes to the Annual Professional Review (APPR) for teachers. The NYC DOE requires all schools now to implement *Advance*, the new system of teacher evaluation and development. Results from our school's 2012-13 School Survey indicate that:

- 58% of the teachers disagree/strongly disagree that the current teacher evaluation process in NYC helps teachers improve their instructional performance by providing specific and useful feedback;
- 37% of the staff felt they did not receive regular and helpful feedback about their teaching from school leaders.

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

### Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### A. Strategies/activities that encompass the needs of identified subgroups

1. Individual Planning Conferences with all staff members to discuss choice of Option 1 or Option 2 for evaluations.
2. Principal, APs and Resident Principal will do bi-weekly walkthroughs of at least 6 teachers and provide verbal feedback concerning positive aspects observed and/or suggestion(s) to improve his/her teaching practice. One-on-one meetings will be arranged to debrief and offer support either in classroom management or instructional practices. Observation reports will be uploaded onto *Advance* and given to teachers within 90 day window.
3. Teachers attending *Advance* training sessions offered by DOE will facilitate professional development workshops with colleagues in the school. Video clips and other resources (re: Artifacts, calibration of ratings, etc.) will be shared and discussed.
4. Administrators will meet to discuss with any teacher any Artifacts submitted (up to 8) if clarification is warranted.
5. Administrators will meet with each staff member involved in *Advance* to review observation reports and artifacts accumulated over the course of the school year and to discuss Final APPR rating that will be submitted for Summary Evaluation.

#### B. Key personnel and other resources used to implement each strategy/activity

1. Principal and Assistant Principal, All Teaching Staff as indicated by *Advance* requirements
2. Principals, Assistant Principals, Talent Coach from CFN 206, Cluster 2/CFN 206 Network Leader
3. Teacher leaders who attended training workshops, All school staff
4. Administrators, Teachers involved in *Advance* teacher evaluation process
5. Administrators, Teachers involved in *Advance* teacher evaluation process

#### C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. All required staff members will sign document indicating choice of Option 1 or 2 for teacher evaluation purposes.
2. Administrators will complete approximately 30% of informal & formal observations by December, 2013, 35% by February, 2014 and 35% by April, 2014.
3. All teachers required to be evaluated will attend and participate in discussions regarding *Advance* and watch video resources as recommended by teacher facilitators.
4. Teachers submitting artifacts as part of Teacher evaluation process.
5. All teachers involved in *Advance* Teacher Evaluation process will meet with administrator to review observation reports and artifacts submitted and discuss determination of Summary Evaluation rating.

**D. Timeline for implementation and completion including start and end dates**

1. Sept. – Mid Oct. 2013 – up to 45 minutes for individualized meetings
2. Mid – October – April 2014 – Formal and informal observations will be scheduled among 3 administrators.
3. January – February 2014 – Series of 3-4 sessions, 37.5 minutes/week as EST professional development.
4. October – April 2014 – Anytime during this period, when teachers submit artifacts to be rated as part of their evaluation process.
5. May – June 2014 – Individualized 45 -60 minute meetings/teacher with administrator

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. 54 Teaching Staff members ÷3 Administrators x 45 – 60 minutes/staff member
2. 3 Administrators: 5 Teachers opting for 6 informal observations = **30** 15 minute informal observations; 49 Teachers opting for 1 Formal & 3 Informal observations = **49** Formal observations w/ Pre- and Post conferences & **147** 15 minute informal observations
3. 54 teachers ÷ 2 teacher facilitators; 3 – 4 sessions @ 37.5 minutes Extended School Time Professional Development
4. 54 teachers ÷ 3 Administrators @ 45 minutes/teacher
5. 54 teachers @ 45- 60 minutes/teacher for Summary Evaluation with Administrator

**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).

- PTA meetings to inform parents about TEP and process involved.
- Newsletters to parents submitted by Grade or individual teachers (Component 4C)

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Title I SWP

**Goal and Action Plan #2**

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.

25% of our 1<sup>st</sup> grade Advanced ELLs, 25% of our 2<sup>nd</sup> grade Advance ELLs and 30% of our 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade Advanced ELLs will increase by one proficiency level as measured by their performance on the 2014 NYSESLAT assessment given in May 2014.

**Comprehensive Needs Assessment**

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

- In the first grade, there are 52/68 Advanced ELLs and in the second grade, there are 43/56 Advanced ELLs based on the 2013 Spring NYSESLAT results.
- There are 77 Advanced ELLs based on the 2013 Spring NYSESLAT results of students in Grades 3, 4 and 5.
- Through analysis of the sections on the NYSESLAT assessments, first grade students struggled in the Reading/Writing areas while the middle to upper grade students struggled with the Writing area. Opportunities to increase English language production occur mainly during school hours. Diverse instructional activities and learning experiences need to be planned to build literacy skills. Students need vocabulary development to improve their reading comprehension skills and writing process.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**1. Strategies/activities that encompass the needs of identified subgroups**

1. Classroom teachers and ESL teachers will collaborate regularly (weekly common grade planning meetings and monthly inter-grade planning meetings) to:
  1. develop content units that pay particular attention to language needs of students and are aligned to the Common Core language standards;
  2. discuss appropriate classroom environments/structures that support ELLs;

3. discuss ways of implementing an effective push-in model with expectations and roles clearly defined;
4. continue professional development on accountable talk and deconstructing complex sentences to build comprehension and reasoning skills.
2. Continue usage of *Imagine Learning* software program to increase basic concepts, vocabulary, and comprehension skills through fiction and non-fiction texts. Time on task for students in grades 2, 3, and 4 will occur in cycles of 12-16 weeks, 2 times/week during Extended School Time in the Multimedia/Technology labs, and at least one 30 minute technology prep period if class gets technology twice a week. Students in grade 1 will get access to use *Imagine Learning* beginning in March for two 30 minute periods in a 10 week cycle.
3. ESL teachers will provide ELL students with books on CD and appropriately leveled reading materials to help them further develop language skills and fluency. ESL teachers will model lessons and strategies for new teachers.
4. Data results from formal tests (i.e., NYSESLAT, TC Assessments, NYS ELA exam) to plan for differentiated instruction and small group intervention.
5. Targeted ESL students engaged in small groups with direct instructions and purposeful learning tasks using Leveled Literacy Intervention kits.
6. ESL teachers will attend OELL Professional Development workshops on aligning CCLS with NYSESLAT, explain components of NYSESLAT to classroom teachers as well as provide ELL students with overview of NYSESLAT type questions.

**7. Key personnel and other resources used to implement each strategy/activity**

1. All grade teacher teams, ESL teachers, literacy coach
2. Multimedia & Technology teachers
3. ESL teachers, resources (i.e., bilingual dictionaries, fiction and non-fiction texts, CD players) will be provided to students to use in classroom and to take home on weekends.
4. Classroom teachers, ESL and RTI support staff
5. ESL and Cluster teachers, F & P Leveled Literacy Intervention kits
6. ESL & classroom teachers, NYSESLAT resources and practice assessments from EngageNY and other contracted vendors

**8. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Units of studies with lesson plans and student assessments as developed during grade curriculum planning days and weekly common planning periods with analysis upon completion of student progress; Periodic demonstration lessons (TPR strategies or deconstruction of complex sentences) by ESL teachers and implementation by classroom teachers at least two times over the course of the year.
2. Monthly summary reports of student usage and progress within *Imagine Learning* Program
3. Progress monitored with results from TC Assessments administered 4 times (Nov./Jan./Mar./June) during 2013 – 2014
4. Pre- and post assessments using NYSESLAT materials; resources acquired from professional development workshops attended by ESL and/or classroom teachers
5. Pre- and post assessments from F & P Literacy Intervention kits administered in Sept. 2013/January 2014/June 2014
6. Integration of ESL strategies to support instruction embedded in lesson plans – reviewed by administrators at least 3 times; assessment results from mock NYSESLAT exams administered to ELLs

**9. Timeline for implementation and completion including start and end dates**

1. Weekly Common grade planning periods (3 built into 6 Prep period schedules), weekly 37.5 minutes Extended School time PD (Mon. & Tues.)
2. Twice weekly during Extended School Time sessions in Technology/Multimedia labs and once weekly if students have two technology/multimedia periods each week from October 2013 – June 2014.
3. October/January/March/June – Administer TC Assessment; weekly mandated ESL services (8 Periods for Beginner & Intermediate ELLs, 4 Periods for Advanced ELLs)
4. Twice a month beginning January – May 2014
5. October 2013 with pre-assessment to determine students for Cycle 1 Extended School time instruction 2X/week; January 2014 for Cycle 2 students
6. OELL meetings attended in Dec. 2013 by ESL teachers; October 2013 – May 2014 during common grade meetings and/or Extended School time PD sessions

**10. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Common grade teacher teams and ESL teacher assigned to grade meet a minimum of two times weekly between October 2013 and June 2014 during common grade prep periods and also during Extended School time professional sessions (Mon. & Tues. 37.5 minutes)
2. Two Extended school time 37.5 minutes on Wed. & Thurs. between October 2013 – June 2014 & one (of two) 45 minute technology/multimedia period during school day
3. Daily instructional schedule as determined by ESL teachers
4. Per session Title III funding for up to 10 teachers for planning and analyzing ELL student assessments 2X/month X 5 months X 1/5 hrs/meeting
5. Small group 37.5 minutes Extended School time instruction twice a week for select ESL students using Literacy Intervention kits and other literacy resources – Cycle

1: October 2013 – January 2014, Cycle 2: February – June 2014

6. 4 ESL teachers attend OELL workshops in Dec. 2013; ESL and classroom teachers participate collaboratively during 4 curriculum planning days scheduled by literacy coach Oct. 2013 – March 2014, common grade meetings at least two times weekly and after school at two 37.5 minutes Extended School time PD sessions.

### **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).

Parent workshops on:

- educational software programs such as *Imagine Learning*, *BookFlix*, *Reading A-Z*;
- Understanding CCLS
- Homework Help
- Components of NYS ELA, Math and Science tests and NYSESLAT assessment

Parent Teacher Conference meetings at least twice a year

News Letters sent by teachers (either grade-wide or individual class)

### **Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

<b>X</b>	<b>Tax Levy</b>		<b>Title IA</b>	<b>X</b>	<b>Title IIA</b>	<b>X</b>	<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

### **Goal and Action Plan #3**

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

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

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

By June 2014, 35% of our targeted 3<sup>rd</sup>, 4<sup>th</sup> & 5<sup>th</sup> grade students will improve their reading level (by four levels) as per Teachers College Reading Assessment and/or one performance level on the NYS ELA exam.

#### **Comprehensive Needs Assessment**

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

- Of the 3<sup>rd</sup> grade students (11) reading below L Level and of the 4<sup>th</sup> grade students (16) reading below O Level (based on November 2013 results). We aim to have 35% of them on each grade move at least 4 reading levels as measured by the TC Reading Assessment.
- With respect to the 4<sup>th</sup> and 5<sup>th</sup> grade students whose ELA scores fell in Level 1 (31 students) and Level 2 (77 students), we hope to see at least 35% of Level 1 and 35% of Level 2 students will move up by one Level on the NYS ELA test in May 2014.
- Results of the TC assessments administered in Oct./Nov. 2013 for these students indicate a wide range of reading level (Level F to Level R). Through analysis of a variety of assessments (item analysis of state tests, TC running records, student work and teacher observations) it was noted that students considered at-risk struggled with reading comprehension and particular literacy skills (self-monitoring and inference work). A number of the above students were also Advanced ELLs or former ELLs who recently passed the NYSESLAT assessment.

#### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

##### **• Strategies/activities that encompass the needs of identified subgroups**

1. Students' initial reading levels will be assessed using TC Assessment Pro, QRIs, or DRAs. Teachers will also have access to previous reading and test results through ARIS.
2. Students in grades 4 and 5 who received a Level 1 or Level 2 on the 2013 NYS ELA/Math assessments will attend Extended School Time sessions for targeted small group instruction, primarily guided reading instruction tailored to students' specific needs.
3. Our school's full-time literacy coach will provide professional development throughout the year (4 days/grade – K-5) that will include analysis of student work,

study of vocabulary instruction to enhance comprehension and planning of scaffolded reading strategies to support students' understanding of complex texts. In addition, classroom teachers, ESL teachers and AIS personnel will collaborate during common grade planning time to discuss effective targeted reading strategies as well as develop differentiated lessons for TC reading units of studies to meet the needs of their students.

- All staff and administrators will use results from standardized tests, Progress Report and the Learning Survey to refine classroom teaching and learning practices school-wide that will support our neediest students. Resources from EngageNY and other test preparation materials regarding examples of possible ELA and Math questions will be reviewed and discussed by teachers. They will then be utilized for after-school Extended Day instructional sessions.

**• Key personnel and other resources used to implement each strategy/activity**

- Classroom teachers, ESL, Special Education, Cluster personnel; TC Assessments, QRI, DRA (assessment tools)
- Classroom teachers, ESL teachers, Special Education teachers, Test Prep materials
- Common grade class teachers, ESL teachers, literacy coach, assistant principals
- Classroom teachers in grades 3, 4 and 5, ESL teachers, Intervention teachers, literacy coach, administrators

**• Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

- Students assessed as a Level 1 or 2 reader (as measured by TC Assessment Pro) in grades 1-5 will be targeted for small group Extended School Time instruction. Assessments will be given in Jan./Mar./June to monitor their progress and/or need for additional intervention services.
- Teachers working with targeted students will re-assess in Jan. to determine if they have made progress. If they have shown improvement, teachers will identify new group of students who will receive small group instruction.
- Pre- and post- unit assessments with analysis of student work to determine if students made progress based on TC Rubrics for specified units
- Classroom assessments and results from Jan. 2014 TC Assessment pro to determine students in need of additional after-school small group instruction on specific reading and/or writing needs in preparation for NYS ELA test

**• Timeline for implementation and completion including start and end dates**

- Sept. – Oct. 2013 – Administration of TC Assessments; Identification of students to receive Extended School Time small group instruction 2X/week @37.5 minutes/session
- Cycle 1 Extended School time – October 2013 – January 2014; Cycle 2 Extended School time – February – June 2014
- Oct. – March 2014 – 4 planning days/grade from K-5 for unit planning; Oct. – June 2014 - minimum of two common grade planning periods/week
- Jan. – May 2014 – Extended School Day tutoring instruction for students in grades 3, 4 & 5; 1.5 hrs./week after-school

**• Describe programmatic details and resources that will be used to support each instructional strategy/activity**

- Individualized assessment of each student using TC Assessment Pro administered by classroom teacher or ESL support teacher to determine students in need of small group instruction during Extended School Time.
- Two 37.5 minute Extended School Time sessions weekly from October 2013 – June 2014
- Per diem subs to cover teachers during 4 curriculum planning days (37 teachers x 4 = 144 per diem days for professional development)
- Per session for 1.5 hrs/wk X 14 wks x 18 teachers – Extended School day small group ELA instruction for students at Level 1, 2, low 3's in grades 3, 4 & 5

**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).

Parent workshops on topics such as the following:

- Understanding shifts in CCLS for reading and mathematics
- Homework Help
- Components of NYS ELA and Math tests
- Internet resources to support learning at home

Parent Teacher Conferences in November 2013 and March 2014

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy		Title IA	X	Title IIA	X	Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Title I SWP

### Goal and Action Plan #4

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

#### **Annual Goal #4**

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

#### **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.

#### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

o **Strategies/activities that encompass the needs of identified subgroups**

o **Key personnel and other resources used to implement each strategy/activity**

1.

o **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1.

o **Timeline for implementation and completion including start and end dates**

1.

o **Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1.

#### **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).

#### **Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

<b>Tax Levy</b>	<b>Title IA</b>	<b>Title IIA</b>	<b>Title III</b>	<b>Set Aside</b>	<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

### Goal and Action Plan #5

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 #5**

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

#### **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.

#### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding

subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**5. Strategies/activities that encompass the needs of identified subgroups**

**6. Key personnel and other resources used to implement each strategy/activity**

1.

**7. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1.

**8. Timeline for implementation and completion including start and end dates**

1.

**9. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1.

***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).

***Budget and Resource Alignment***

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	<b>Tax Levy</b>	<b>Title IA</b>	<b>Title IIA</b>	<b>Title III</b>	<b>Set Aside</b>	<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

***Description***

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

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

5. All elements of the *All Title I Schools* section must be completed\*.
1. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
2. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>School Wide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

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

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

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

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

- Principals & Assistant Principals will attend CFN monthly meetings that will include working with Lucy West, Director of Metamorphosis.
- Teachers will attend series of workshops such as the following:
  1. RTI for ELLs Institute
  2. Mastering Common core Instructional Shifts in ELA with Sarah Benis Scheier-Dolberg from CFN 206.
  3. PD for Teachers of ELLs with Fay Pallen
  4. Capacity Builders PD ELL Action Research with Maryann Cucchiara
  5. Math and CCLS PD with Dr. Nikki Newton

6. Teachers College Reading and Writing February Institute – Content Area Literacy & CCSS: Using Performance Assessments & Studies of Student Work to Reach Ambitious New Standards
7. *Advance* training
8. Workshops offered by OELL for ESL teachers

See above narrative on **Highly Qualified Teachers** for additional details.

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet **the intent and purpose** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

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

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

Based on the needs of our students for small group instruction and/or intervention support, programs after-school will be provided using allocated funds from our school budget. Parent participation will be encouraged using funds from Title I SWP, Universal PK and PTA contributions. STH funds will be used to purchase supplies and books for identified students.

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Prekindergarten teachers attend meetings with kindergarten teachers on curriculum and policy matters. They will provide narratives to parents at the end of the year with assessment information on reading, writing and mathematics areas. Copies will be placed in students' cumulative records for kindergarten teachers to review. Pacing calendars are available to share among the teachers. PK teachers will inform Kgn. Teachers of intervention services that are provided to students with an IEP.

**Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

MOSL committee and Principal will review assessment measures suggested by NYCDOE and carefully analyze resources and professional development opportunities aligned with the various assessments. They will determine and select collaboratively which assessments would best meet the instructional needs of the school community.

**TA Schools Only**

**Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.

**TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**Parent Involvement Policy (PIP)**

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

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

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

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

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

- Disseminate information through the school newsletter, website and numerous handouts on a weekly basis.
2. P.S. 124 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
- Inform and review school data and results during bi-monthly PTA general meetings;
  - Discuss protocols and procedures at orientation meetings held in September;
  - Provide workshops for parents on how to access their children's academic results on the NYC DOE website and the Acuity website for the interim assessments.
3. P.S. 124 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
- Schedule periodic computer workshops for parents to access sites that will help them understand their child's academic results and strategies they can use to help them improve their learning;
  - Plan DYO math assessment, Reading and Writing workshops to inform parents of the instruction their children are getting in the classrooms;
  - Coordinate and attend class publishing parties;
  - Provide more library access before and after school for parents and students to use.
  - Provide parental access to use school computers in the school library or computer labs during the first period based on availability and scheduled dates with librarian teacher and/or technology teacher(s).
4. P.S. 124 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: [Universal PreK, CIT], by:
- Facilitating hands-on workshops such as Studio-In-A-School, Homework Help, Positive Discipline with Your Child, Understanding the NYS Tests, Resources for Parents (i.e., museums, libraries, cultural institutions), Cool Culture.
5. P.S. 124 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. An annual evaluation will be conducted mid-year through a parent survey distributed by the SLT parents. Results will be analyzed and discussed at the general PTA meeting as well as at the SLT meeting in revising the annual Comprehensive Education Plan. Results from the DOE's Learning Survey will also be used to determine needs and concerns of parents that need to be addressed by the school community.
6. P.S. 124 will build the school's and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
- The school will plan workshops and meetings to inform parents on what Balanced Literacy is and how they can help their child at home in reading and writing; what the math program *Investigations in Data, Number and Space* is and how they can develop math skills at home; how the literacy and math programs our school uses align with state tests; strategies students need to be able to take the assessments and meet the expected standards; and different resources on-line or around the city that parents and students have access to in order to broaden their knowledge, skills and understandings that will impact learning. Parents will be invited to meeting with teachers bi-annually during Parent-Teacher conferences in November and March. Parents are encouraged to meet with teachers and support staff wherever concerns arise.
  - The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement. In addition school staff will plan and offer September Teacher Orientation meetings

and Informational workshops on topics such as DYO Math assessments, NYS ELA & Math Assessments, Reading Recovery orientation, Reading strategies and Writing across the Grades.

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

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

**2013-2014 Yung Wing Elementary P.S. 124 School-Parent Compact**

P.S. 124, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments. This school-parent compact is in effect during school year 2013-14.

**School Responsibilities**

P.S. 124 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
  - Teachers in grade teams will each meet during four planning days to develop curriculum for TC units of studies or TERC mathematics units;
  - Teachers will provide Extended School Time and School Day sessions to provide small group instruction for students in the lowest third of their grades;
  - Administrators will observe and provide teachers with suggestions, strategies and resources to improve and enhance teaching and learning within their classes;
  - Guidance/Art therapy support and services will be provided for students with social and/or emotional needs;
  - Additional books, educational software, materials and resources requested by teachers will be purchased for classroom use, pending sufficient funds in school budget.
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: November 2013 and March 2014.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
  - Student report cards will be distributed in January and June;
  - DYO math assessment reports in November, January, March, and May.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Parent may request a meeting with the teacher or member of the school staff via a letter, email or phone call. The school staff member will follow up to confirm a date and time for the conference.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Open School Week in November to observe classes; class field trips, publishing parties, field day, career day speaker, participation during parent workshops and PTA events.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend.

The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

**Parent/Guardian Responsibilities:**

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

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

**Student Responsibilities:**

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

- Attend school regularly and arrive on time;

- Complete my homework and submit all assignments on time;
- Follow the school rules and be responsible for my actions;
- Show respect for myself, other people and property;
- Try to resolve disagreements or conflicts peacefully;
- Always try my best to learn.

**SIGNATURES:**

\_\_\_\_\_

**SCHOOL                  PARENT(S)                  STUDENT**

\_\_\_\_\_

**DATE                          DATE                          DATE**

7.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District <b>02</b>	Borough <b>Manhattan</b>	School Number <b>124</b>
School Name <b>Yung Wing Elementary</b>		

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Alice Hom</b>	Assistant Principal <b>Yi Law Chan, Melissa Helman</b>
Coach <b>Kan Yu (Patricia) Kwan</b>	Coach <b>type here</b>
ESL Teacher <b>Judy Ng</b>	Guidance Counselor <b>Lillian Moy</b>
Teacher/Subject Area <b>Elizabeth Wong/ESL Teacher</b>	Parent <b>Jennifer Fung</b>
Teacher/Subject Area <b>Teresa Mutolo/Kgn. Teacher</b>	Parent Coordinator <b>Christina Pun-Gong</b>
Related Service Provider <b>Suzy Poon</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>Ada Cordova</b>	Other <b>type here</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 currently teaching in the ESL program.	<b>9</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>3</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>5</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>3</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>830</b>	Total number of ELLs	<b>277</b>	ELLs as share of total student population (%)	<b>33.37%</b>
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## Part II: ELL Demographics

### A. ELL Programs

<b>This school serves the following grades (includes ELLs and EPs)</b> Check all that apply	K <input checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" 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"/>

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
self-contained	2	1	1	0	0	0								4
Pull-out	3	4	4	4	4	4								23
<b>Total</b>	5	5	5	4	4	4	0	0	0	0	0	0	0	27

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	277	Newcomers (ELLs receiving service 0-3 years)	235	ELL Students with Disabilities	14
SIFE	7	ELLs receiving service 4-6 years	42	Long-Term (completed 6+ years)	0

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	235	7	0	42	0	0	0	0	0	277
Total	235	7	0	42	0	0	0	0	0	277

Number of ELLs who have an alternate placement paraprofessional: 7

### 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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			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
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									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
<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:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish				1		1								2
Chinese	47	68	56	40	36	28								275
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	47	68	56	41	36	29	0	0	0	0	0	0	0	277

## Part III: Assessment Analysis

**Assessment Breakdown**

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**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)	19	3	1	2	7	3								35

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	28	13	12	0	10	7								70
Advanced (A)	0	52	43	39	19	19								172
Total	47	68	56	41	36	29	0	0	0	0	0	0	0	277

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	13	8	6	0	27
4	8	11	2	3	24
5	3	10	3	0	16
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	4	0	7	4	7	1	2	1	26
4	4	1	10	1	8	2	1	1	28
5	7	0	5	1	4	0	0	0	17
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	0	1	0	10	1	9	4	26
8									0
NYSAA Bilingual (SWD)									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 Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

**After reviewing and analyzing the assessment data, answer the following:**

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 do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
PS 124 uses Fountas and Pinnell, TCRWP, DRA and NYC Performance Tasks to assess the early literacy skills of our ELLs. The data reveals that many of our ELLs are able to decode fluently. However, they lack proficiency in comprehension, inferencing and vocabulary development. Students in their writing need improvement in grammar structure and organization. During Extended School Time, most of our ELLs are attending for small group guided reading instruction. Students also use Imagine Learning software to increase their reading comprehension and vocabulary development. During the regular day program, ELLs are also given small group instruction focusing on literacy skills.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
From the LAB-R results, many of our students in the early grades (K-1) have difficulty with the Speaking portion. The data patterns from the NYSESLAT reveal that many of our students have moved to Advance Level of proficiency. The main area where our students appear to lack progress is in the writing modality.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
The patterns across NYSESLAT modalities inform our purchase of reading materials and software resources to give students access based on their needs and entry levels. They also help us in planning student groupings during the regular day program, the EST program and in the second semester, our Extended Day Tutorial program.
4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
    - a. In our Freestanding ESL program, our students in kindergarten are mostly Beginners due to their lack of English language skills. They do make tremendous progress by grade two so that usually they have moved to Intermediate and/or Advanced levels of proficiency. Our 3-5 grade ELLs do perform well in their native language (Math & Science exams).
    - b. Our school does not use ELL Periodic Assessments. All of our ELLs are assessed with TCRWP assessments. The results are analyzed to determine which students will continue to need intervention support either during the regular school day or during Extended School Time.
    - c. See response b above.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)  
Our school uses data to form small groups in the classroom for guided reading instruction. Students also attend Extended School Time programs for targeted small group instruction. The classroom teachers and ESL Support team plan instructional lessons based on students' levels and needs. At-risk intervention is provided by various service providers and assessments are then given after a period of intervention to determine if the child's lack of progress is due to language or a learning disability. ESL teachers also provide professional development and/or consult with general education teachers on specific strategies and resources to implement with their ELLs.
6. How do you make sure that a child's second language development is considered in instructional decisions?  
Based on where the students are starting from, teachers use different strategies, resources and reading materials to provide access to learning. With some of our beginners, ESL teachers use the children's native language to acclimate them and help them use what they know in their home language with learning English as their second language.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?NA
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

We evaluate the success of our program for ELLs using assessment results from TCRWP, NYSESLAT, ELA, Math, Science and NYC Performance tasks.

## Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
At the point of registration, parents are interviewed by a certified ESL/bilingual teacher in order to complete the Home Language Survey. The ESL teacher determines if the child needs to have the LAB-R administered based on responses from the HLS and an informal interview with the child. Once the LAB-R is administered (within 10 days of registration date), the principal is informed about the number of entitled students from each grade level. All certified ESL/bilingual teachers assist in the spring to administer and score the NYSESLAT.
2. 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.  
A parent orientation meeting is scheduled within the first two weeks of school for all parents of entitled students. A letter is sent out in advance informing parents that their child is entitled for second language services based on the results of the LAB-R. During the orientation session, the principal and the parent coordinator (in the capacity as the translator) explain the three parent options. To better explain the differences among the three programs, the DOE DVD on the program selection process is shown to the parents in their native language. After the viewing of the video, parents are encouraged to ask questions. Then the parents make their program selection based on the information provided. A list of parents who choose programs other than freestanding ESL is kept.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)  
The Program Selection form is distributed to parents and collected at the end of the orientation. The principal reviews the Program Selection Forms and identifies the program(s) requested by parents. Parents who do not return the Program Selection Form or who fail to attend the parent orientation session are re-scheduled for a repeat session within a week. Parents who fail to come in for the repeat orientation are called by the parent coordinator. At this point, the parent coordinator then makes a personal appointment to meet with the parent. Many times, the DVD is lent to the parent to take home to review. In order to keep track of the number of Parent Surveys that are returned, we have created a checklist for all entitled students. Each checklist is categorized by class, i.e., Class K-111, Class 2- 223. These checklists enable us to see at a glance who attended the parent orientation session, who returned the entitlement notice and who completed the Program Selection Form. ESL teachers generate a list of students who continue to receive ESL services based on the NYSESLAT and send letters to their parents. Tear-offs are returned to the parent coordinator who follows up with parents who do not return the form.
4. 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.  
Based on the responses from the Parent Survey and Program Selection forms, with questions from parents addressed by an ESL teacher or the bilingual parent coordinator, ELL students are placed in free-standing ESL program, with bilingual/ESL certified teachers providing push-in/pull-out services determined by the levels of the students as a result of the LAB-R or NYSESLAT assessments.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
Our ESL support staff individualizes the administration of the Speaking portion of the NYSESLAT assessment during the allotted

monthlong period. For the Listening, Reading and Writing portions, a schedule is created for administering each section over three days, with ESL and general education teachers assigned to test mandated students while colleagues are supervising non-tested students.

6. 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.) 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. *D*  
A review of the Parent Survey and Program Selection forms shows the trend in program choice (98%) has consistently been a free-standing ESL program. Parents who select TBE or Dual Language program are informed of other schools in the district that have these programs. Most have opted to place their children in our ESL program. The free-standing ESL program offered at our school is aligned with parent request.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - 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])?
    - a. The organizational models at P. S. 124 are a combination pull-out and/or push-in model for grades K-5 and four self-contained heterogeneous ESL classes (two in grade K, and one each in grades 1 and 2), each taught by a certified ESL/bilingual teacher. Whenever possible, the ESL support teachers schedule preps to meet and plan with common branch general education teachers.
    - b. A heterogeneous program model is offered at P.S. 124.
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)?

Beginning and Intermediate level students in our program receive 360 minutes (8 periods) of ESL services while Advanced students receive 180 minutes (4 periods) of ESL services weekly. All of our ELLs in grades K-5 are serviced by four bilingual/ESL certified teachers through a push-in/pull-out model. Our ESL teachers schedule blocks of time during literacy and content based lessons. All of our Beginner ELLs are pulled out for 1 extra period three days a week. In addition, these students are seen by the ESL teachers for ELA instruction during the Extended School Time for an additional 37.5 minutes, 2 times a week.

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 foster language development and meet the demands of the Common Core Learning Standards.

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

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

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

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

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Teachers use checklists, school developed rubrics, teacher observation notes, and periodic class assessments to assess and revise instructional practices throughout the year. Additionally teachers provide various opportunities for students to demonstrate their abilities in all four modalities (ex: oral presentations as an end-of-unit project).

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. For a SIFE student, the ESL teacher assesses him/her to determine instructional level and collaboratively works with the classroom teacher on accessing appropriate materials and modifying lessons to support instruction in the classroom. Extended School Day is provided to increase learning time.

b. For ELLs who are newcomers or are required to take the ELA test after one year, besides the push-in and pull-out instruction delivered by the ESL teachers, they are included in the Extended School Time (37.5 minutes) 2 days/week as well as Extended School Day (75 minutes, 1X/week for 10 weeks).

c. For ELLs receiving service 4-6 years, ESL teachers push in and work collaboratively with classroom teachers to provide

d. For Long-Term ELLs, we have provided at risk intervention with an ESL teacher during the school day (4X/week, 30 minute sessions) as well as provide Extended School Time and Extended School Day. We might also refer the student for special education evaluation (category X) if we determine there is lack of progress that is not due to language.

e. For former ELLs, we provide Extended School Time and/or Extended School Day to support their academic instruction. They also work on the Imagine Learning software program during technology periods to supplement their reading and comprehension skills.

7. 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?

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

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

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

**Courses Taught in Languages Other than English ⓘ**

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

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

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

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

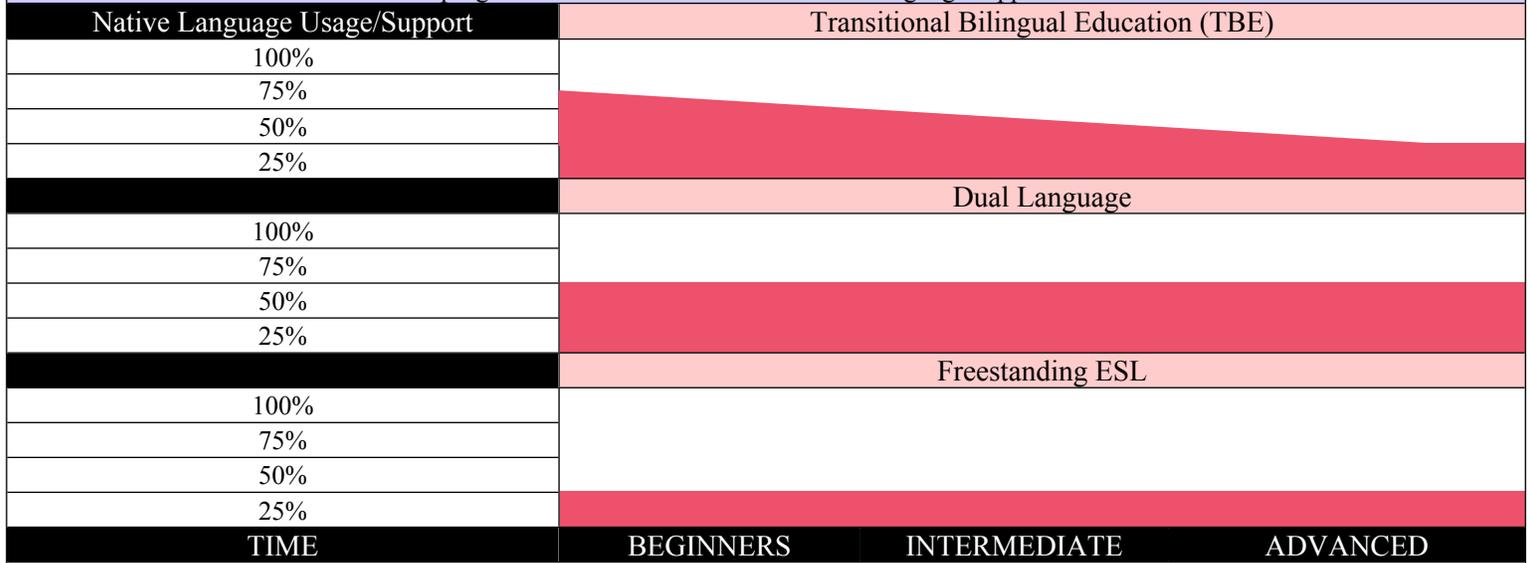
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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

9. 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.
- Our targeted intervention programs for ELLs in ELA include Foundations (2<sup>nd</sup> edition), guided reading with Fountas & Pinell LL1 & LL2 kits, and the software program Imagine Learning.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Students are practicing phonemic awareness and oral language skills, increasing their vocabulary development and integrating these into their writing. With additional time to solidify these areas of weakness, we expect to see by the end of the year progress in the speaking and writing areas for many of our ELLs.
11. What new programs or improvements will be considered for the upcoming school year?
- We are looking to build on the rigor and stamina of writing for our ELLs. This will be evidenced in the presentations they do after completing units of studies and/or publishing parties. We also will consider additional software resources such as National Geographic programs to engage students in non-fiction reading of social studies and science topics.
12. What programs/services for ELLs will be discontinued and why?
- We plan to continue this year with what we have.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- They are offered equal access to any PTA after-school club, Extended Day tutorial classes, homework help or other after school clubs that are taught by school-based teachers. Notices to sign up are sent in Chinese and English languages so that all parents have the opportunity to sign up their children.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- We have purchased many books - both fiction and non-fiction - that are Common Core aligned to meet the different reading levels of all our students, including ELLs with different proficiency levels across grades K-5. There are books on CDs/DVDs so that ELLs are able to borrow them over the weekend to read at home with their families. Technology programs we have available for all our students include Imagine Learning, AWARD reading, BookFlix, and Reading A-Z.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- For our Freestanding ESL program, ESL teachers who speak the native language provide glossaries (Chinese & English) of frequently used terms to children and general education teachers to assist in classroom instruction. A variety of bilingual dictionaries/pictionaries have been purchased so that all classrooms have these resources for their ELLs to use.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- After initial assessments, the ESL teacher and general classroom teacher communicate about what level the ELLs are at and then create a schedule of when required services (either push-in or pull-out) will be provided. ESL teachers attend the common grade planning meetings to collaborate on lesson planning and identifying materials and resources that would support instruction with ELLs.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- The ESL team in previous years created and compiled a packet of information to orient newly enrolled ELLs and their families. There is a breakfast orientation at the beginning of the school year sponsored by the PTA for all new parents (including those who students are identified as ELLs). Our guidance counselor also provides outreach to parents of ELLs to support them in transitioning to the school system and educational expectations.
18. What language electives are offered to ELLs?
- NA
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
  - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - How is language separated for instruction (time, subject, teacher, theme)?
  - What Dual Language model is used (side-by-side, self-contained, other)?
  - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

NA

### **C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

All ELL personnel have opportunities to attend a variety of professional development training workshops that are offered either by our CFN 206 or OELL. They include the following: ELL Action Research w/ Mary Anne Cucchiari; Fay Pallen (ESL consultant); RTI for ELLs Institute; Reading & Writing Nonfiction for ELLs Institute: Scaffold for Success; NYSESLAT workshops. ESL teachers also attend the common grade planning days to provide input on instructional strategies and resources that would align the CCLS unit of studies for ELLs. The minimum 7.5 hours of ELL training include book study groups (ie., text by Paula Gibbons), deconstructing complex sentences, and RTI strategies for ELLs. As ELLs transition from elementary to middle school, 5<sup>th</sup> grade teachers work with the guidance counselor and administrator on ESL programs offered by different middle schools that could be discussed with families when they seek advice on applying for middle schools. Additionally, the substance abuse counselor and guidance counselor provide classes with lessons on how to handle peer pressure, conflict resolution and communicating positively.

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

PS 124 is a Title I SWP school and all parents, including parents of ELLs, are invited to all meetings and workshops that have translation provided by the parent coordinator. Activities that foster parental involvement which have been planned throughout this school year include the following: Parent Orientations, parent workshops on CCLS, testing, homework help, ways to help children in reading/writing, math family night, middle school application process, ADHD, Cool Culture for the family (PK/Kgn), and how to manage stress. With the Title I parent funds, the PTA planned a family Halloween event and are matching the Parents As Arts Partner grant to run a series of workshops involving parent/child attendance.

Our school partners with the following Community Based Organizations to provide after school services for ELL parents (mainly child-care): Chinese American Planning Council, Chinatown Day Care, Chinese Cultural Programs, Eternity I, Afterschool Lighthouse Program, and Jubilee. PS 124 also collaborates with the following agencies that provide workshops and/or services to ELL parents: Charles B. Wang Community Health Center, Hamilton Madison Community Center, Learning Leaders, NYU Child Study Center, Gouvener Hospital, Bellevue Hospital.

We evaluate the needs of parents through meetings and discussions with the PTA Executive Board, bi-monthly PTA General meetings, the annual DOE School Learning Survey and the PTA annual parent survey. Based on the concerns and issues raised by parents, and the academic results and social-emotional needs of our students, we feel the parental involvement activities we've planned are engaging and meeting the needs of our parents.

## E. Additional Information

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

Paste response to question here:

## Part VI: LAP Assurances

**School Name: Yung Wing Elementary**

**School DBN: 02M124**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Alice Hom	Principal		11/15/13
Yi Law Chan	Assistant Principal		11/15/13
Christina Pun-Gong	Parent Coordinator		11/15/13
Judy Ng	ESL Teacher		11/15/13
Jennifer Fung	Parent		11/15/13
Teresa Mutolo	Teacher/Subject Area		11/15/13
Elizabeth Wong	Teacher/Subject Area		11/15/13
Kan Yu (Patricia) Kwan	Coach		11/15/13
	Coach		
Lillian Moy	Guidance Counselor		11/15/13
Ada Cordova	Network Leader		11/15/13
	Other		

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

DBN: 02M124 School Name: Yung Wing Elementary

Cluster: 2 Network: 206

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

### **Part A: Needs Assessment Findings**

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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.

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

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

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

## Part B: Strategies and Activities

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

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

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

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

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

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



## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Yung Wing Elementary	DBN: 02M124
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other: Weekend trip
Total # of ELLs to be served: 52
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 4
# of certified ESL/Bilingual teachers: 4
# of content area teachers: 2

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

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

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

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

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

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

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

### Part C: Professional Development

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

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

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

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

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

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

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

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

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

### Part D: Parental Engagement Activities

### Part D: Parental Engagement Activities

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

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

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

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

### Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <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 (Object Code 199)		

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Travel		
Other		
<b>TOTAL</b>		