



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: PS 130 MANHATTAN – HERNANDO DESOTO
DBN (i.e. 01M001): 02M130
Principal: LILY WOO
Principal Email: LWOO@SCHOOLS.NYC.GOV
Superintendent: MARIANO GUZMAN
Network Leader: YUET CHU

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
Lily Din Woo	*Principal or Designee	
Rena Eve Liad	*UFT Chapter Leader or Designee	
Sau Yee Yuen	*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	
Shirley Chin	Member/ Staff	
Kenneth Mendez	Member/ Staff	
Jennifer Pearsall	Member/ Staff	
Rosalind Lee Nelson	Member/ Parent	
Winnie Fung	Member/ Parent	
Dorothy Shu	Member/ Parent	
Nathaniel Conan	Member/ Parent	
	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	
x	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
x	▪ 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)
x	Academic Intervention Services (AIS)
x	Title I Plan (Only for schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

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

Comprehensive Needs Assessment

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

According to the published data as of October 31, 2013, the school's register of 999 is comprised of the following: 86.99% Asian (Chinese), 4.70% Hispanic, 4.70% White, 0.90% Black, 0.20% American Indian or Alaskan Native, and 2.50% Multi-racial. While less than 11% of the students are classified as ELLs, a majority of students (approximately 60%) enter school speaking little or no English even though they may have been born in the United States. This is due to the fact that most are raised by non-English or limited English speaking caregivers or relatives while parents work. For childcare reasons, many are sent back to China where they reside until they reach school age when they return to enter school in the US. Many parents are unable to help them with English because they, too, are limited English proficient.

65.7% of our students are eligible for free lunch; an additional 15.4% are eligible for reduced fee lunch, bringing our total low-income, disadvantaged population to a little over 82%. Many parents are restaurant workers, manual laborers, home attendants, etc. with very long hours; many have jobs where they are transported by their employers to and from far away locations in New Jersey, Connecticut and Long Island via vans that are provided by the restaurants. Some others, because of the distance, live at the worksite and return home only on their days off or during extended holiday breaks. Almost all families have both parents working. As a result, over 80% of our children attend after school childcare programs until at least 6:00pm or stay with caregivers who, for the most part, are also limited English proficient.

A review of the progress report data, ARIS reports, and state and city assessment reports of the lowest third indicates that many of these students had been previous ELLs with learning challenges. With higher expectations and more rigorous Common Core Learning Standards, continued support for former ELLs is evidently needed as well as differentiated instructional practices to address their challenges.

Despite these challenges, PS 130 Manhattan earned an A for the seventh year in a row on the 2012-13 Progress Report; out of 1241 Elementary, Middle, and K-8 Schools, we were one of only 25 schools that were able to maintain "A"s on all seven citywide progress reports placing the school in the 96th percentile of all elementary schools.

A comparison of the 2013 results with the 2012 results indicated that median adjusted growth percentile in the lowest third was 82.0 in 2013 and 72.0 in 2012, an increase of 10.0. We received additional credit for the percentage in the 75th Growth Percentile in ELA, Lowest Third: 80.4% in 2013 as opposed to 43.1% in 2012.

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. Establish collective accountability for assessment and monitoring of progress of individual and cohorts of students.*
- 2. Create rigorous learning environments characterized by high expectations for students and curriculum alignment with the Common Core Learning Standards.*

3. *Targeted instruction for identified groups of students. Muffin Time (morning intervention program) and an Extended School Day Program to provide additional instructional time for targeted small groups. One-to-one reading intervention will be given to the most at-risk students through AIS/ESL teachers and America Reads volunteers. Periodic assessments will be made and students will be added or discontinued based on progress in the programs and in the classrooms.*
4. *One-to-one buddy reading opportunities with corporate volunteers from the Power Lunch Program during their lunch periods once a week year-round. Students will be selected based on need.*
5. *To provide motivation and reinforcement, students will participate in a variety of arts/performance partnerships that help students improve literacy skills.*

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

1. *Teachers will use assessments, running records, conference notes, reading logs and classroom performance to monitor and demonstrate growth in the use of specific reading and writing strategies. Teachers will regularly submit monitoring reports to the supervisors. Teacher teams on each grade will have regular meetings to align curriculum with the CCLS, analyze student work and to share best practices and strategies. Administration, staff developer, and team of lead teachers will summarize findings and plan next steps.*
2. *Principal and assistant principals will conduct regular observations of classrooms using the Danielson Rubric to ensure quality instruction.*
3. *All teachers will be assigned to groups every day during the 30 minute morning intervention as part of their regular assignment. Teachers in the ESD program will work per session after school to give students additional instructional time twice a week for 1 ½ hours for approximately 25 sessions. Teachers will work closely with AIS/ESL staff and assigned America Reads tutors to provide additional individual support to the most at-risk students during the school day. Teachers will analyze children's work and have discussion as to next steps at their grade meetings. Articulation meetings/communications will be held with service providers and AIS/ESL staff. Curriculum maps will be adjusted to align with the Common Core Learning Standards.*
4. *Corporate volunteers will encourage students to read more by reading with them during their shared lunch time.*
5. *A variety of arts partnerships and after school arts activities tailored to the needs of students will be offered.*

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

1. *Grade level teams meet every 6-8 weeks to monitor students' performance in assessments and review student work samples. This is to ensure that our current curriculum is aligned with the Common Core Learning Standards. Agendas and minutes of teacher team meetings will be submitted to the supervisors as documentation.*
2. *Regular observations of teachers will be conducted throughout the year. Coaching support for new and continuing teachers on reading and writing strategies will be provided by our literacy consultant and new teacher mentors to improve reading performance of all students and especially at risk students. Teachers and mentors will meet weekly after school every Thursday to share and discuss best practices.*
3. *Progress reports and other documentation on students in the ESD program will be maintained by the ESD staff and will be shared with the students' homeroom teachers so that they are apprised of their progress and can adjust their lessons accordingly. AIS/ESL staff will also do the same.*
4. *America Reads tutors and Power Lunch volunteers work to improve students' desire to read more thereby improving their reading skills.*

5. *Participation in the arts partnerships (music, dance and/or theater) and after school arts programs will have an positive impact on students' social and literacy skills which will result in an improvement in their academic performance and attitude.*

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

1. *Monitoring documentation will be submitted to administration according to timeline identified on our school's assessment calendar.*
2. *Observations will be on-going throughout the year, from October 2013 through June 2014.*
3. *Extended School Day program will operate from January, 2014 through the end of March 2014.*
4. *America Reads tutors and Power Lunch Volunteer Program begin in October, 2013 and end in May 2014.*
5. *Arts partnerships start in September 2013 and end in June 2014. School sponsored programs start in October and end in June 2014.*

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

1. *Common preps are provided twice a week to provide opportunities for grades to meet together and to discuss assessments and student work and progress. (Fair Student Funding)*
2. *Supervisors will conduct regular observations and walkthroughs using the Danielson Rubric to monitor effective instruction. (Fair Student Funding)*
3. *Morning intervention program (Muffin Club) for small groups will be provided for 30 minutes each morning (Fair Student Funding/Tax Levy). An Extended School Day Program will be provided on Tuesdays and Thursdays from 3:10 pm to 4:40 pm beginning December 3rd until March 27th for students who are on Level 1 or 2. Group size will be no more than 10-12 students (Contract for Excellence funds). Additional test prep for all 4th graders on Saturday, March 29th from 8:30 am to 3:30 pm (Contract for Excellence). Books and materials for ESD and intervention programs (NYSTL, Title I, Grants)*
4. *America Reads tutors and Power Lunch volunteers are provided at no cost to the school.*
5. *The following arts partnerships are provided for Grades 3-5 during the school day: Third Street Music School's In-School Violin Program for Grade 3; the National Dance Institute for Grade 4; Rosie's Theater Kids and American Ballroom's Dancing Classrooms for Grade 5; Young People's Chorus for Grade 3, 4 and 5 (Parent Association Grants). In addition, we offer after school arts programs for students - School Chorus, Fife and Drum Corps, Lion Dance Club, TV130 Video Club/film-making and Yearbook Club (Grants) and in-school art and music cluster programs (Fair Student Funding).*

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).

1. *Parent orientations for every grade (K-5) by grade are conducted in September to inform parents of expectations and curriculum. Orientations are conducted in both English and Chinese, and in Spanish as needed.*
2. *All notices regarding services are provided to parents in English and in the parents' home language.*
3. *Parent Coordinator and members of the Parents Association Executive Board work closely together with school staff to provide pertinent information to parents regarding resources to help their children.*

4. *In-school translators (for Chinese and Spanish) are provided as necessary for all progress report meetings between the school and the parents. Meetings are held regularly for many of the at-risk students and translators are provided.*
5. *Accommodations are made for parents who cannot meet about their children's progress during the school day; bilingual school administrators stay as late as 7pm most days to follow up with students and parents who can only come after work.*
6. *Parents are invited to school performances and class celebrations on a regular basis so that parents can see what the children are learning and the positive impact that the arts are having on their children's progress.*
7. *Workshops and seminars are held for parents to learn parenting skills and ways to help their children at home. All of the Parent Association general meetings include a segment on parenting and helpful tips which, in the past, has increased the number of attendees at the meetings.*

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside	X	Grants
List any additional fund sources your school is using to support the instructional goal below.											

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.
<i>By June 2014, at least 50% of ELLs in K-4 will move one proficiency level in either reading/writing or listening/speaking component, as indicated in the NYSESLAT assessment.</i>

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.
<p><i>According to the published data as of October 31, 2013, the school's register of 999 is comprised of the following: 86.99% Asian (Chinese), 4.70% Hispanic, 4.70% White, 0.90% Black, 0.20% American Indian or Alaskan Native, and 2.50% Multi-racial. While less than 11% of the students are classified as ELLs, a majority of students (approximately 60%) enter school speaking little or no English even though they may have been born in the United States. This is due to the fact that most are raised by non-English or limited English speaking caregivers or relatives while parents work. For childcare reasons, many are sent back to China where they reside until they reach school age when they return to enter school in the US. Many parents are unable to help them with English because they, too, are limited English proficient.</i></p> <p><i>65.7% of our students are eligible for free lunch; an additional 15.4% are eligible for reduced fee lunch, bringing our total low-income, disadvantaged population to a little over 82%. Many parents are restaurant workers, manual laborers, home attendants, etc. with very long hours; many have jobs where they are transported by their employers to and from far away locations in New Jersey, Connecticut and Long Island via vans that are provided by the restaurants. Some others, because of the distance, live at the worksite and return home only on their days off or during extended holiday breaks. Almost all families have both parents working. As a result, over 80% our children attend after school childcare programs until at least 6:00pm or stay with caregivers who, for the most part, are also limited English proficient.</i></p> <p><i>An analysis of the 2012-13 NYSESLAT indicates that 43.2% of the ELLs in the school reached the Proficiency level with their total score. This is a slight increase from the 39% that reached the Proficiency level in 2011-12. The school received additional credit for English Language Learner Progress on the 2013 Progress Report; we had an increased value of 78.9% for 2013 as opposed to 58.3% in 2012 as well as for the percentage of ELLs in the 75th percentile growth in ELA</i></p>

(62.7% in 2013 versus 49.5% in 2012) and in Math (62.5% in 2013 versus 56.3% in 2012).

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. *Teachers of ELLs will use assessments, running records, conference notes, reading logs and classroom performance to monitor and demonstrate progress in the four language skills (listening, speaking, reading and writing). Teachers will submit reports to the supervisors every 8-10 weeks. Teacher teams on each grade will have regular meetings to align curriculum with the CCLS, analyze student work and to share best practices and strategies. Administration, staff developer, and team of lead teachers will summarize findings and plan next steps. ELL students will attend the morning "Muffin Club" tutorial program (UFT time) during the entire school year with teachers who are familiar with/trained in ESL strategies. 4th and 5th grade ELL students will attend an additional extended school day program focused on ESL strategies taught by ESL teachers and specialists every Tuesday and Thursday from 3:10 pm to 4:40 pm from December, 2013 through end of March 2014.*
2. *The addition of more computer technology in the ELL classrooms so that ELL students can have equal access to information both at school and at home for homework help and support.*
3. *To provide more opportunities for practice in using the English language, ELLs will participate in a variety of arts/performance partnerships that will help students develop and improve all four language skills (listening, speaking, reading and writing).*

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

1. *Certified ESL and/or bilingual Chinese teachers will be assigned to work with ELL students in the morning Muffin Club intervention program (Fair Student Funding) and the after school Extended School Day program (Title III). Classroom teachers with dual certification in Early Child/Child Education and ESL/bilingual will provide support to ELLs who are in their classrooms throughout the day including providing opportunities (such as class presentations and debates) to develop and improve language skills and to provide first-hand experience to ELLs through trips.(Fair Student Funding)*
2. *Teachers will use computers, interactive whiteboards and document cameras in the classroom to bring Internet resources to ELLs (NYSTL, Fair Student Funding).*
3. *A variety of arts programs (dance, theater, and music) will be provided to ELLs through arts residency partnerships and in-house programs. (Grants/Fair Student Funding)*

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

1. *Continuous monitoring of ELL progress in the Muffin Club intervention program and Extended School Day (ESD) Program by use of teacher made assessments, running records and student work sample portfolios. Articulation between ESD/Muffin Club teachers and the classroom teachers will enable teachers to plan their lessons according to the students' needs.*
2. *ELLs will demonstrate improved abilities to access information via the Internet and be more adept at using technology as a tool for homework help.*
3. *Participation in the arts partnerships (music, dance and/or theater) and after school arts programs will have an positive impact on ELLs' social and language skills which will result in an improvement in their academic performance and attitude.*

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

1. *Monitoring documentation will be submitted to administration according to timeline identified on our school's assessment calendar. The Muffin Club program is*

ongoing from September 2014 until June 2014. The ESD Program starts in December 2013 and ends in March 2014, just before the testing period.

2. Technology use will be on-going from September 2013 through June 2014.
3. Arts residency partnership programs start in October 2013 and end in June 2014. School sponsored and in-house music programs start in September 2013 and end in June 2014.

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

1. Morning intervention program (Muffin Club) for small groups will be provided for 30 minutes each morning (Fair Student Funding/Tax Levy). An Extended School Day Program will be provided on Tuesdays and Thursdays from 3:10 pm to 4:40 pm beginning December 3rd until March 27th for students who are on Level 1 or 2. Group size will be no more than 10-12 students (Title III). Books and materials for ESD and intervention programs will be provided. (NYSTL, Title I, Grants)
2. Software and hardware will be purchased. (NYSTL, Title I, Grants)
3. All grades have an arts partnership; for classes with ELLs, the focus is on language development. The following arts partnerships are provided during the school day: Inside Broadway for Pre-K, K and Grade 2; Third Street Music School's In-School Violin Program for Grade 3; the National Dance Institute for Grades 1 and 4; Rosie's Theater Kids and American Ballroom's Dancing Classrooms for Grade 5; Young People's Chorus for Grade 3, 4 and 5 (Parent Association Grants). In addition, we offer after school arts programs for the students - School Chorus, Fife and Drum Corps, and Lion Dance Club (Grants) and in-school Music and Art lessons provided by cluster teachers (Fair Student Funding).

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).

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

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
X	Tax Levy	X	Title IA		Title IIA	X	Title III		Set Aside	X	Grants
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.
<p><i>By June 2014, Kindergarten through grade 5 teachers will work to engage students in high level discussions exemplified by responding to and extending each other's thinking and crafting questions to help students deepen and elaborate upon their thinking in accordance with citywide expectations, as evidenced in student work products.</i></p> <p><i>At least 80% of teachers will demonstrate improvement and/or competence in Domains 2 (Classroom Environment) and/or Domain 3 (Instruction) of the Danielson Rubric as measured by the ratings on their observation reports.</i></p>

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.
<ol style="list-style-type: none"> <i>There have been many questions regarding the new teacher evaluation and the Danielson Frameworks from both experienced and new teachers.</i> <i>An analysis of the teacher observation reports and teacher surveys indicate that the most suggested area of improvement and support for teachers has been questioning and discussion.</i> <i>An analysis of current staffing indicates that approximately 13% of our teachers are first-year teachers indicating a strong need to provide teacher support in order to continue the consistency of high level instruction to our students.</i>

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
<ol style="list-style-type: none"> <i>On-going professional development on the components of the Danielson Framework will be provided to all teachers. These will be facilitated by members of Leadership Team. Planning and implementation support are provided by assigned mentors, consultant, and supervisors. Regular and frequent observations will be made to classrooms with feedback sessions to offer suggestions for improvement.</i> <i>Bi-monthly grade meetings throughout the school year will be facilitated by Curriculum Leaders and/or consultant with a focus on questioning and discussion. Supervisors and consultant will provide feedback after classroom visits and observations. (on-going) Classroom intervisitations will be scheduled with feedback and reflection with a focus on questioning and discussion, and will be organized by individual teachers with the support of administration during teacher prep periods and/or released time (subs). An additional study group will be organized to investigate questioning and discussion. Monthly study group meetings will be facilitated by members of Leadership Team, Curriculum Leaders & Consultant where participants share their experiences and practice, challenges and successes, and suggestions are made for next steps towards improvement. Information and ideas are then shared and discussed with the other teachers at individual grade meetings for implementation.</i>

3. *New teacher support meetings are held to provide information and models of the expectations for rigorous instruction.*

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

1. *Professional development on the Danielson Framework will be provided by supervisors and consultant. (Fair Student Funding/Title I). Regular classroom observations and feedback sessions will be conducted by supervisors. (Fair Student Funding).*
2. *Leadership Team and supervisors will review student data and will make arrangements for specific support for identified needs (Fair Student Funding). Visits to other colleagues' classrooms will be arranged by supervisors with a specific purpose and lens to look through during the visit. (Fair Student Funding).*
3. *New teacher support meetings and focus meetings will be conducted by curriculum leaders and consultant and supported by supervisors. (Fair Student Funding/Title I)*

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

1. *Attendance sheets will be taken and agendas/minutes kept for professional development meetings. Evidence of implementation will also be obtained through teacher observations. Log of teacher observations conducted will be kept with copies of observations kept in a file. Next steps listed on observations will be followed up with each next visit.*
2. *Based on data results and requests of teachers, all teachers will be offered opportunities to visit/observe in classrooms where they can observe model lessons and strategies with a lead/mentor teacher, supervisor or consultant. At the debriefing, teachers will agree on a strategy to work on which will be followed up by supervisor's visits to/observations in their classrooms.*
3. *Attendance sheets, agendas and minutes will be kept on all new teacher support meetings and will be used to plan and organize support for the new teachers.*

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

1. *Professional development meeting and Leadership team meetings will be ongoing from September 2013 through June 2014. Teacher observations will be ongoing from October 2013 through May 2014.*
2. *Intervisitations will be ongoing from October 2013 through May 2014.*
3. *Teacher support meetings and focus meetings will be ongoing from September 2013 through June 2014.*

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

1. *Leadership team meetings and professional development will be led by supervisors and/or staff developer (Fair Student Funding/Title I). Teacher observations will be done by supervisors (Fair Student Funding)*
2. *Teachers and supervisors will meet to develop individual goals for the year and to identify areas where teachers need and/or want to work on. Supervisors will make arrangements for intervisitations for teachers with similar areas of focus/grades/needs to visit classrooms together with a lead teacher/supervisor/consultant. (Fair Student Funding/Title I/Title III)*
3. *Teacher support meetings and focus meetings conducted by lead/mentor teachers, consultant and supervisors (Fair Student Funding/Title I)*

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

1. *At each of the Parents Association General Meetings, there is a segment devoted to a presentation on the Common Core Learning Standards and how parents can be engaged as partners in their children's education. This portion of the meeting (about 45 minutes) is conducted bilingually (in English and Chinese) by the principal. Attendance at these meetings has historically been excellent with over 150 to 200 parents in attendance.*
2. *Classroom teachers will invite parents to see what the children are learning and to celebrate the work done by their children by attending student presentations, publishing parties, performances and other celebrations.*
3. *Workshops will be conducted by the guidance counselor, assistant principal and principal to help parents understand what students on each grade will need for middle school readiness.*
4. *We have a partnership with local high schools to have additional volunteer translators during Parent Teacher Conferences for every teacher who needs one to help parents communicate with the teacher on a one-to-one basis.*
5. *Assistant Principal and Principal are accessible to parents after school hours (until about 7pm) each evening to discuss any concerns parents have regarding their children's performance. Both the assistant principal and principal are bilingual in Chinese.*

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	x	Title IA	Title IIA	x	Title III	Set Aside	Grants
----------	-----------------	----------	-----------------	------------------	----------	------------------	------------------	---------------

List any additional fund sources your school is using to support the instructional goal below.

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.

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

1.

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

1.

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

1.

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

1.

- **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.

Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
----------	----------	-----------	-----------	-----------	--------

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.

4. Strategies/activities that encompass the needs of identified subgroups

1.

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

1.

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

1.

7. Timeline for implementation and completion including start and end dates

1.

8. 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.

Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
----------	----------	-----------	-----------	-----------	--------

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

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<ul style="list-style-type: none"> • Strategies such as guided reading, shared reading, interactive writing/writers' workshop • Programs such as Extended School Day, morning intervention/tutoring program ("Muffin Club"), Power Lunch, America Reads tutors, AIS pull-out services 	Small group and/or one-to one intervention is provided in all settings	During the school day and after school on Tuesdays and Thursdays from December until the end of March
Mathematics	<ul style="list-style-type: none"> • Programs such as Extended School Day, morning intervention/tutoring program ("Muffin Club", America Reads tutors, AIS pull-out services 	Small group and/or one-to-one intervention is provided in all settings	During the school day and after school on Tuesdays and Thursdays from December until the end of March
Science	<ul style="list-style-type: none"> • Programs such as Extended School Day, morning intervention/tutoring program ("Muffin Club", America Reads tutors, AIS pull-out services 	Small group and/or one-to-one intervention is provided	During the school day and after school on Tuesdays and Thursdays from December until the end of March
Social Studies	<ul style="list-style-type: none"> • Programs such as Extended School Day, morning intervention/tutoring program ("Muffin Club", America Reads tutors, AIS pull-out services 	Small group and/or one-to-one intervention is provided	During the school day and after school on Tuesdays and Thursdays from December until the end of March
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> • Counseling 	Individual and/or small group	During the school day

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

- A. All elements of the *All Title I Schools* section must be completed*.
- A. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- B. 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.			
x	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

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.

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

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).

- *Released time professional development through sub days for all teachers for sessions on aligning curriculum to the Common Core State Standards and looking at children's work for calibration and standardizing how they evaluate the work. Half-day and/or full day sessions are scheduled approximately every other month and are led by our literacy consultant. Administrators and paras are also in attendance at these sessions whenever possible.*
- *Renny Fong, technology teacher, will offer "Lunch and Learn" technology sessions as well as afterschool sessions for staff to share best practices during the school year beginning in October 2013 through June 2014*
- *Additional training is offered on the use of technology in the classroom, including the use of 3-D printers in building models from children's designs (Fair Student Funding and Title I)*
- *Mentor/buddy teachers are provided for all newly assigned teachers to our school regardless of years in the system. This is to help teachers acclimate themselves to our school culture, understand expectations, and to maintain the consistency of teaching practices that have been established over the years that have enabled our school to achieve its high level of accomplishment.*

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.).

All funds are coordinated and integrated to improve teacher performance, thereby improving the delivery of services to all students in the school:

- *Sub days for professional development are provided through Contract for Excellence*
- *Literacy consultant is provided through Title I*
- *Administrative support is provided through Fair Student Funding*
- *Mentoring/buddy teacher support is provided through Contract for Excellence*
- *Technology support is provided through Fair Student Funding*
- *Additional hardware and software purchased for classroom use through a RESO A grant and NYSTL funds.*

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.).

- *There is vertical alignment of the curriculum with the Common Core State Standards so that everyone is aware of the expectations of each grade. Curriculum leaders from each grade meet jointly on an on-going basis for professional development and to turnkey with their respective grades.*
- *Parent orientations are held at the beginning of each school year for each grade. Historically, attendance has been approximately 90%. They begin with a whole-group introduction of the expectations for the grade and an overview of the curriculum that will be covered. Immediately following, parents are given the opportunity to meet with the teacher for a more personal Q&A session.*
- *Articulation cards with student information (i.e. present services received, needs, strengths, things to work on, etc.) are completed for each child. Information is used to help with placement decisions by teachers to facilitate best match for each child (learning style with teaching style)*

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.

- *Teacher teams one each grade are actively and regularly engaged in developing units of study and performance tasks as well as the rubrics they will use to measure achievements within the units. Calibration meetings where teachers look at student work and decide on what each level will look like. Work samples of each level (1-4) are archived for reference. Teacher-made assessments are used to inform instruction.*
- *Based on their work together, teacher teams make requests for professional development support from the literacy consultant and/or supervisors. Professional development sessions are scheduled to address needs.*
- *End of year teacher surveys are conducted to elicit feedback on the impact of professional development sessions on their teaching practices and to gather information (needs assessment) to plan for the next year's professional development sessions.*

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.

PS 130 Manhattan – 2013-14 Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, PS 130 Manhattan, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

PS 130 Manhattan's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

PS 130 Manhattan, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**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 02	Borough Manhattan	School Number 130
School Name PS 130 Manhattan - Hernando DeSoto		

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 Lily Din Woo	Assistant Principal Shirley Chin
Coach None	Coach None
ESL Teacher Judy King Hui	Guidance Counselor Debra Zaslow
Teacher/Subject Area	Parent Sau Yee Yuen
Teacher/Subject Area	Parent Coordinator Diane Chong
Related Service Provider Jeanne Louie Wong	Other NA
Network Leader(Only if working with the LAP team) Yuet Chu	Other NA

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	7	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	2	Number of teachers who hold both content area and ESL certification	9
Number of certified bilingual teachers currently teaching in a bilingual program	2	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	2	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	2	Number of special education teachers with bilingual extensions	4

D. Student Demographics

Total number of students in school (Excluding Pre-K)	999	Total number of ELLs	151	ELLs as share of total student population (%)	15.04%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	1	0	0	0	0	1								2
Dual Language (50%:50%)	0	0	0	0	0	0								0
Freestanding ESL														
Discrete ESL class	2	2	0	0	2	0								6
Pull-out	2	2	2	2	0	2								8
Total	5	4	2	2	2	1	0	16						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	151	Newcomers (ELLs receiving service 0-3 years)	137	ELL Students with Disabilities	8
SIFE	0	ELLs receiving service 4-6 years	14	Long-Term (completed 6+ years)	2

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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	8		8							8
Dual Language	0									0
ESL	129			12			2		2	143
Total	137	0	8	12	0	0	2	0	2	151

Number of ELLs who have an alternate placement paraprofessional:

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
Chinese	3	3	0	0	1	1								8
SELECT ONE														0
SELECT ONE														0
TOTAL	3	3	0	0	1	1	0	8						

*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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
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
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
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	44	40	23	9	12	9								137
Russian	1													1
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	1	1											3
TOTAL	47	41	24	9	12	10	0	0	0	0	0	0	0	143

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)	25	2	3	1	4	2								37

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)	4	8	0	3	3	5								23
Advanced (A)	66	15	6	7	6	8								108
Total	95	25	9	11	13	15	0	0	0	0	0	0	0	168

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	7	4	1	0	12
4	3	7	1	0	11
5	9	5	2	1	17
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	5		5		1		1		12
4	2		3		2		3	2	12
5	5	1	4		6		2		18
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	0		2		2	1	6	1	12
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	2	3						

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.

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

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

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

Our ELLs are making fair progress by making movement from one proficient level to the next. This past year's school progress report indicated that we received extra credit for progress in ELA and Math (.31 and .34 respectively) for our work with the ELLs in the school in both English (with 62.7% at the 75 percentile growth or better) and in math (63.5% at the 75 percentile growth or better).

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

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

b. Our schools does not administer the ELL periodic assessment. Results from the performance tasks, DRAs, NYS ELA and math test scores and other supplemental assessment tools inform us of the children's progress and growth and helps us in planning instruction that targets each student's needs.

c. Again, we do not administer the ELL periodic assessments. However, technology has been a very useful resource in helping children access information in the native language as needed.

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](#).)

We use teacher assessments, teacher observations and notes as well as DRA results to guide instruction for ELLs. Teachers meet

together with their ESL support teachers to analyze results and to determine steps to take as per the RtI framework in the following manner:

- Tier I - Classroom: Explicit instruction based on LAB-R, NYSESLAT, and DRA assessment results with a differentiation in content and product, a focus on oral language development and supporting literacy skills and content knowledge all year long through pairs, small groups, buddy/partnerships; addressing all modalities (listening/speaking, reading/writing) throughout the day; conducting on-going assessments (such as observations of students, running records, conferencing, etc.).

- Tier 2 - Targetted Instruction based on language needs of students in a small group with knowledgeable/certified school personnel (group size should be no more than 1:6 or 1:8). Remediate skills/strategies daily. If students are still struggling, we will look at the students' background, strengths, and weaknesses, home environment, and note behaviors associated with a learning disability and behaviors associated with language acquisition for a second language.

- Tier 3 - Individual Intensive Intervention is given in groups of 1:1 or 1:2. Student progress is monitored more frequently (about once every 2 weeks). If the ELL continues to struggle, a referral may be necessary.

6. How do you make sure that a child's second language development is considered in instructional decisions?

All teachers of ELLs are given training in differentiated instruction and are expected to take the child's English language proficiency and his/her experience in an English language environment into account as teachers group children in their classrooms and plan their lessons. Frequent observations of teacher lessons and review of teacher lesson plans ensure appropriate ELL access.

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?

Not applicable

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

In addition, we track all of our ELL students' progress by monitoring their DRA reading levels and writing samples, as well as keeping portfolios for their content area instruction. For the statewide science test, of the 9 ELLs and 6 former ELLs who took the test, there were no students on Level 1, only 2 ELLs scored on a Level 2. 2 ELLs on Level 3, and the rest (5 ELLs and all 6 former ELLs) scored on Level 4. On our most recent progress report (2012-13), 62.7% of our ELLs were at the 75th Growth Percentile or higher in English and 63.5% were at the 75th Percentile Growth or higher in math, earning us extra credit in points earned on the progress report. As for movement from self-contained/ICT/sets to a less restrictive environment, we had 78.9% make progress which also gave us extra credit. As a result, our school scored our 7th consecutive "A" rating on the Progress Report, ranking our school in the 96th percentile of all elementary schools in NYC.

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](#).)

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

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

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

If the student scores at the "Beginning, Intermediate, or Advanced" levels, then the student is an ELL. The student receives ESL services until he/she achieves English proficiency on the NYSESLAT. Parent orientations are conducted where parents watch a DVD explaining the differences of the program offerings and their rights as parents in choosing a program for their children. A Q&A session is offered and then they complete a survey program selection form indicating their choices in terms of preference. Parents who cannot attend scheduled orientation sessions are invited to come to an individual orientation that is more convenient for them. The school reviews all of the selection forms and places the students in the appropriate program of choice.

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

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

2. 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.

After the initial assessments, LAB-R, are completed and hand scored, letters in the parents' native language are sent home with the child's score. They are invited to a parent orientation. Several are scheduled for the morning, afternoon, or/and evening, or as a one-to-one conference to accommodate their work schedules. At each orientation, an agenda is presented, DOE brochures are distributed, parents are asked to sign in according to their child's class, and the DOE DVD with the chancellor speaking is shown.

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

At all of the orientations, there are translators for the parents. The scheduled orientations occur over a two week period at the

beginning to mid September. Signs with the dates and times of the meetings are displayed inside and outside the school building.

3. 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](#)].)

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

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

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

4. 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.

1. Parents complete a home language survey (HLIS) at the time of admission. There are bilingual staff members available to translate as necessary for the parents.
2. Students who meet the criteria as a possible ELL are given the LAB-R within the first 10 days of school.
3. Students who do not pass the LAB-R are identified as ELLs.
4. Parents are invited to attend information meetings, watch the DOE DVD, and, upon request, visit the classrooms. All information is sent home in the parents' native language. They are introduced to the three possible choices: transitional bilingual program, free-standing ESL program or a dual language program.
5. Parents complete the Parent Program Selection Form to indicate their first, second and third choices.
6. The school will enter the parents' first choice on the ELPC screen in ATS within 20 days.
7. Based on the number of parent choices, it will determine the programs to be offered at the school.
8. If there are sufficient numbers of students on two contiguous grades to form a bilingual program, a class will be organized. If not, the parents will be given the option to transfer their child to a school in the district that offers the bilingual program of their choice or to remain at the school in an ESL program.
9. The school will monitor the parent program selection to ensure that parents understand the choices and how to make them.
10. The school will ensure that students are placed into the appropriate programs.

Based on historical data, very few parents have chosen the transitional bilingual program over the years; instead, almost all of the parents have chosen the free standing ESL program because they have expressed a desire for more English language support for their children. The children in our self-contained bilingual Special Education class are placed there as a result of their IEP through the Committee on Special Education.

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

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

5. 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.
 1. Compile a list of all ELLs in each class and grade.
 2. Check for ELLs with IEPs
 3. Chart all testing accommodations for ELLs (with and without IEPs) and plan accordingly.
 4. Attend PD for NYSESLAT testing and read all testing manuals.
 5. Arrange PD for all teachers who will be involved with NYSESLAT testing.
 6. When test materials arrive, inventory all test materials
 7. Order/request extras if needed.
 8. Security forms are prepared and used for each testing day.
 9. Listening recording sheets are prepared and counted for teachers.
 10. Teachers receive a list of students they will be testing for each modality.
 11. Test materials are placed into plastic bags (bags are labeled each time).
 12. Teachers sign out for the number of exam papers that they receive.
 13. Listening - Teachers swap students so teachers are NOT testing the students they service.
 14. Listening, Reading and Writing - follow chart with testing accommodations.
 15. All test materials are re-collected daily with a sign-in and secured.
 16. Teachers for K-2 bubble in answers on Answer Documents.
 17. When test materials are collected, answer documents are checked for stray marks.
 18. Return test materials according to instruction from the Department of Education.

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. 

Historically, our parents have requested a free-standing ESL program as their first choice. The parents prefer that their children focus on learning English because there is little or no English language support at home. Parents in our school have indicated that their children attend afterschool or weekend programs to maintain their native language skills and culture. Therefore, most, if not all, our parents choose the ESL program. The following are the numbers for the last two years but are indicative of the historic trend in the school:

2013-14: Incoming students

ESL Program - 97 as first or only choice, Transitional Bilingual Program - 0, Dual Language Program - 0

2012-13: Incoming students

ESL program - 63 as first or only choice, Transition Bilingual Program - 1, Dual Language Program - 2

2011-12: Incoming students

ESL program - 61 as first or only choice, Transitional Bilingual Program - 0; Dual Language Program - 1

2010-11: Incoming students

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

2009-10: Incoming students:

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

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. Instruction is delivered via dually certified classroom teachers (Common Branches and either ESL or bilingual Chinese) wherever possible to provide continuity of instruction within the classroom and to minimize disruption to the classroom by pull-out teachers. In addition, push-in ESL teachers provide additional support to students who need more individualized and/or small group instruction.
- b. The only children in a transitional Chinese bilingual program are our self-contained special needs children. We are the District 2 barrier-free site for two self-contained Chinese bilingual Chinese special classes - one that is a bridge K-2 (12:1:1), currently with 6 students and one that is a bridge 3-5 (12:1) currently with 2 students.

Although we have 151 Chinese ELLs in our school, we do not have enough students on two contiguous grades whose parents want a transitional bilingual program to form a bilingual class; the parents of almost all of our general education ELL students have opted for a free-standing ESL program. Children are organized by grade levels so there are mixed proficiency levels in each ELL classroom. Teachers group the children by proficiency levels within the classroom and plan and organize their instruction accordingly. ESL support teachers push-in whenever possible and align their instruction with that of the classroom.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to 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)?
 - a. :Since we only have an ESL program, we are doing the following:

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

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

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.

Content area instruction is delivered to students in English, using ESL methodology, and is infused into our literacy block, as we do with the other populations (special needs, general education, and G&T). Students learn content and vocabulary in context as they are engaged in shared reading lessons. Visual aids (video clips, SMART boards, pictures, Internet resources, etc.) are used to help children understand the materials. In addition, children learn to do research (in books, via computer programs and the

Internet), work in groups, make oral presentations and role-play to enrich and improve their language development.

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

All of our ELLs (with the exception of the 8 children in the special education self-contained classes) are in an ESL-only program; as a result, they will not be evaluated in their native language. For the 8 special education students, the bilingual special education teacher provides them with teacher-made assessments that are appropriate to the abilities and needs of the special needs students they serve.

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

Teachers of ELLs are given professional development in strategies in working with ELLs to ensure that they are appropriately evaluated. ELLs are evaluated in the four modalities in the following manner:

- DRAs levels and running records are used to measure and document progress in reading.
- Retell and listening comprehension assessments are used to measure and document progress in speaking and listening.
- NYC performance tasks as well as teacher-made assessments are used to evaluate their writing skills.

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

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

c. Most of our 18 students are also students who have exhibited some other difficulties in learning. Additional targeted instruction with ESL specialists is given, either through individual or small group service, as well as at-risk services with intervention specialists, depending on the need. Progress is monitored and discussed at the AIS and PPT meetings. Parents are kept apprised of their children's progress as well, in some cases, after exhausting all school resources, there may be a need to have an evaluation made to see if there are other issues.

d. We are a K-5 school and do not have ELL students longer than 6 years.

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

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?

Some instructional strategies would include the usage of the following:

- Word Study Strategies such as Wilson Foundations – to tackle phonetics, how to build words and to recognize the patterns in various sounds/digraphs/blends; teaching of root words – understanding root words can help students scaffold their knowledge – e.g. civis = civil, civilization, citizen, civilized, etc.; teaching of prefixes and suffixes – understanding these can serve as a context clue for students in finding out the meaning of what they’re reading; sight words/high frequency words word center – to help students memorize and build on words that they would see often and would need to use often.
- Context clue strategies can help a student in figuring out unknown words such as reading the sentence before and/or after to provide more meaning ; synonym key words (and, like, such as, also); antonym key words (unlike, however, but, although, even though), etc.
- Teaching of nonfiction text features helps students understand what each element is can aid student in thinking deeper and finding more information about a topic (such as captions/labels, subheadings/subtitles, glossary, table of content, index; special words – bold, underlined, italicized, etc.).
- Teaching various balanced literacy strategies such as character mapping, story sketching, and cooperative group discussions to scaffold ELLs/SWDs’ learning.

Some grade level materials would include the usage of technology:

- Raz-kids: provided leveled texts for students, allows them to move according to their reading level
- Brainpop.com or brainpopjr.com – both sites come with videos that would provide extra scaffolding in video form, brainpopjr would be geared towards the younger population/ELLs/SWDs
- Discoveryeducation.com – also a site that provides teacher-led videos that would help the students in gaining supplemental information about topics
- Readwritethink.org – provides leveled reading passages for various grades
- Readworks.org – contains student interactive that would engage students in developing various goals – organizing information, using various graphic organizers, etc., while having fun

Some grade level materials would include:

- Usage of guided reading books that would target a student’s needs in building knowledge as well as the development of the various strategies mentioned above
- Usage of nonfiction texts and fiction texts that are paired on the same topic – this would help students understand where writers/authors receive their ideas from, also helps students make a connection of real life and the text.

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?

Curriculum flexibility allows both classroom teachers and ELL/SETSS instructors to provide students with frequent exposure to the same topic, even if the students are pulled out from their regular classes. This would allow ESL/SETSS teachers to support the students in areas where they are having issues with as well as provide students with more information on the same topic that the general education teachers are working on. Differentiated texts/experiences/graphic organizers can be provided through this flexibility.

Instructional flexibility allows the ESL/SETSS teachers to analyze what the students’ weaknesses are and to provide targeted instruction so as to build on this particular area and to help a student understand what he/she needs to do. In addition, this would provide general education teachers as well as ESL/SWD teachers better insight on how to serve the students in a more efficient/effective manner. Also, if the teachers feel that ELLS/SWDs require more instruction on a particular topic, the ESL/SETSS teachers can provided more opportunities in targeted practice.

Scheduling flexibility allows the teachers (both general education and ESL/SETSS) to target a student’s needs. Through the usage of open communication and collaboration, teachers would work together during push-in sessions so that they can provide leveled texts, differentiation while teaching the same topic in small groups. Pull-out session would also allow for targeted

instruction as well as minimizing any sort of distractions that might impede a SWD from understanding what needs to be done. In addition, this provides the students with the opportunity to ask questions on anything they are confused about within class.

Courses Taught in Languages Other than English 

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

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

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

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

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

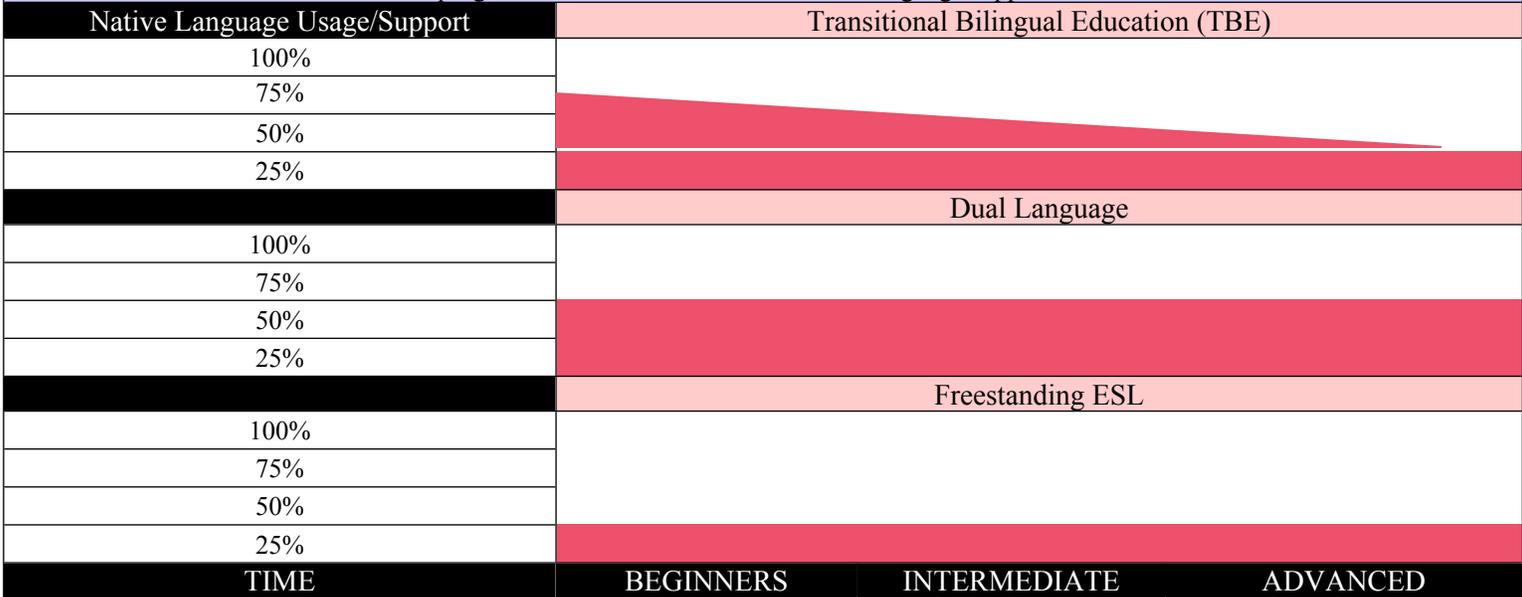
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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.

In analyzing our ELL data in ELA, math, AND science, we found that our ELL students were relatively strong in their content knowledge while understandably much weaker in ELA. Also an analysis of our NYSESLAT data reveals that our students are weaker in the modalities of reading and writing. Our targeted intervention for all of the ELL subgroups, as a result focuses on English language development skills, with an emphasis on reading and writing. The materials used will be both fiction and non-fiction, so as to address some of the content weaknesses as well during their intervention programs, as well as for test prep. While Social Studies data is no longer available (the State no longer gives the Social Studies exam), we do not have data other than classroom assessments to determine weaknesses and strengths in Social Studies. We address social studies needs within our non-fiction intervention.

For our 3rd, 4th and 5th grade ELL students, the intervention services are provided in English, using ESL strategies, through Title III funds in an extended school day program that will meet 1½ hours twice a week (Tuesdays and Thursdays) from the beginning of December 2013 through the end of March 2014, just before the testing period begins. The classes are organized in homogeneous proficiency groups of no more than 12-15 students each.

All at-risk ELLs are receiving additional intervention services during our morning “Muffin Club” time where groups of no more than 6 meet for additional support. The groups are reassessed every 6-8 weeks to check for progress. In addition, the performance arts programs that are offered to our ELLs students on each grade are specially designed towards improving English language speaking, listening and reading skills.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The current program has been very effective, resulting in more focused instruction for the ELLs and better achievement results. ELLs students are more confident in their work and are able to demonstrate growth and progress in each of the modalities.

11. What new programs or improvements will be considered for the upcoming school year?

We do not plan to change our programs for this year.

12. What programs/services for ELLs will be discontinued and why?

We do not plan to discontinue any program or service.

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

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

We have ELLs in our Gifted and Talented Program who are receiving support and doing well in the program.

Our school-sponsored after arts school programs include chorus, instrumental music, ballroom dance club, photo club, yearbook club, and lion dance club and are held on days alternate to our academic intervention programs (Mondays, Wednesdays, and

Fridays) to allow children who have to attend the academic extended school day to participate in the extra-curricular activities. These programs have contributed to the success of our school and have increased parent involvement tremendously.

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

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

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

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

Although we have an ESL only program, we have many teachers and support staff who speak and/or read Chinese and who provide native language support as necessary (e.g., explaining directions in the native language to students who need it so that they can understand what to do in class, providing notes to parents in Chinese to explain homework assignments for home support, etc.). Out of a staff of 58 teachers, 30 can speak Chinese, as well as the 5 paraprofessionals who are working in the classrooms. The bilingual special needs classrooms deliver language support as per the children’s IEPs.

16. Explain how the required services support, and resources correspond to ELLs’ ages and grade levels.

Students are grouped by both grade level and age (as appropriate) with some consideration given to last grade completed. Teachers use ESL strategies and materials and resources that are high interest/low vocabulary but grade/age appropriate to teach content instruction. Because we have many teachers who are dually certified ESL/Common Branches, ELLs in those classes receive ESL support all day long in their own classrooms.

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.

We have tri-lingual staff in the main office (English, Chinese (both Mandarin and Cantonese speaking), and Spanish) who are able to explain to parents their program choices for the children at the time of registration.

- We also have at least two parent orientations at the beginning of the school year and individual meetings with new admits as they come in to register throughout the year.
- Parents are given the brochure with the program choice information and are given an opportunity to view the DVD in the language of the parents.
- They also have the opportunity to meet with the Principal and/or ESL coordinator to answer any questions and an opportunity to visit the classrooms.
- A parents’ school handbook is given to every parent. The handbook outlines school policies, procedures, programs and contact numbers of key people in the school (principal, assistant principals, guidance counselors, programs, parent coordinator, Parents Association, IEP team, nurse, etc.) for parents’ reference. The handbook is provided in both English and Chinese.

18. What language electives are offered to ELLs?

NA

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. 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.

1. Even though our numbers indicate that we have only about 15% who are current ELLs, we have many students who may have passed the required assessments but still need English language support. Because of this, all of our professional development has been specifically designed to include considerations for second language learners. We have been engaged in school-wide child study inquiry work for the past 5 years, focused on how to differentiate instruction for students with different learning styles and taking into account their language development. The study groups meet about once a month and workshop sessions and seminars for ELL teachers and those working with ELLs are led by Ms. Kaye Lawson, AUSSIE consultant and expert on ELL instruction as well as by Ms. Lily Woo, Principal and Ms. Shirley Chin, Assistant Principal, both of whom are New York State certified in English as a Second Language. In addition, Ms. Woo has had many years of experience working for the New York State Education Department's Bilingual/ESL Office as an associate of that office. In addition to the monthly Thursday afternoon study group meetings, the projected schedule of professional development dates are September 4, 2013, November 5, 2013, January 10, 2014, and March 21, 2014.

2. We provide professional readings to teachers of ELLs (such as the article by Janette Klingner entitled "Distinguishing Language Acquisition from Learning Disabilities") as well as released time professional development sessions and common prep grade meetings to engage in discussions around Common Core Learning Standards and how they apply ELLs. The conversations include colleagues in the mainstream classrooms so that instruction for ELLs can be aligned to grade expectations and curriculum. These professional readings and opportunities to meet not only with peers who work with ELLs but also with colleagues who work with the other students in the school help raise the expectations of what ELLs can do and their performance when their instruction is aligned with the rest of the school and make their transition into the mainstream English programs a much smoother one.

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

4. Four 2-hour sessions during the year (September 4, November 5, January 10 and March 21) and one common prep grade meeting each month (45 minutes/period) are devoted to looking at the student work of ELLs and former ELLs and discussing and sharing best practices. All meetings are documented by signed attendance sheets and/or minutes. These professional development sessions/seminars conducted by our staff developer, Kaye Lawson, on differentiated instruction with a particular focus on the needs of ELLs within and outside of the classroom. Teachers are able to share with each other successful strategies that are being implemented with ELLs in their classrooms at these sessions and a plan of action for next steps are recorded. Teachers are expected to try out these suggested next steps and report back as to the results at the next session. In addition, new teacher support meetings are held once a week on Thursday afternoons for 2 hours to help teachers understand how to work with ELLs in their classrooms. The total number of hours in these sessions exceed the minimum ELL training hours required for both general education and special education staff.

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?

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

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

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

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

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

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

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

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

- By helping them to understand the American school system better

- By developing an awareness of their children's needs

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

- By offering them opportunities to see what their children are learning in school by inviting them to celebrations and other events

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.

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

School Name: **PS130M-Hernando DeSoto**

School DBN: **02M130**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lily Din Woo	Principal		
Shirley Chin	Assistant Principal		
Diane Chong	Parent Coordinator		
Judy King Hui	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
Debra Zaslow	Guidance Counselor		
Yuet Chu	Network Leader		
Jeanne Louie Wong	Other <u>Related Service Pro</u>		
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 02M130 School Name: PS 130 MANHATTAN

Cluster: 1 Network: 103

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

Part A: Needs Assessment Findings

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

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

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

Based on our school demographics 86% Asian (Chinese), home language surveys, language preference forms, and interviews with parents, it has been determined that all school wide communications have to be translated into written Chinese. Although the written language is the same for all dialects of Chinese, the oral language is not. In reviewing the results of our oral interviews, all of the parents understand either Cantonese or Mandarin, with most understand both. Although we currently have a very small number of Hispanic students in the school, they are all English speaking. The results were shared at our September general meeting of our Parents Association and with the Parents Association's Executive Board.

Part B: Strategies and Activities

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

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

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

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

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

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

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

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

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: PS 130 Manhattan	DBN: 02M130
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: 3 # of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

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

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

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

Part C: Professional Development

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

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

Begin description here:

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

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

Part C: Professional Development

bilingual staff as requested or necessary.

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

Part D: Parental Engagement Activities

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

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

Begin description here:

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

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

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

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

Part D: Parental Engagement Activities

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

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

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

Part E: Budget

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

Allocation Amount: \$

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

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
(Object Code 199)		
Travel		
Other		
TOTAL		