

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: ALFRED E. SMITH ELEMENTARY SCHOOL

DBN (i.e. 01M001): 01M001

Principal: AMY HOM

Principal Email: AHOM@SCHOOLS.NYC.GOV

Superintendent: BONNIE LABOY

Network Leader: ADA CORDOVA

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), 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 CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the NYC DOE Web site.

Directions:

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

Name	Position and Constituent Group Represented	Signature
Amy Hom	*Principal or Designee	
Christine Wong	*UFT Chapter Leader or Designee	
Winnie Lee	*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>)	
Tracy Wong	CBO Representative, if applicable	
Yan Hua Chen Christine Chew	Member/ PTA Vice Presidents	
Xin Qun Zhou	Member/ Elected Parent	
Li Zhong Zheng	Member/ Elected Parent	
Sandra Simplice	Member/ Elected Teacher	
Seung Lee	Member/ Elected Teacher	
Harriet Savitz	Member/ Elected Teacher	

**Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she 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.
- 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).

Guidance for Developing 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.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.
- 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

	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	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 2015, all teachers will work with the staff developer on grade levels to revise their unit plans and classroom assessments to engage in regular vertical school planning as evidenced in minutes, agendas, observations of meetings, and classroom observations.

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.

Vertical planning is essential to ensure school wide instructional alignment and expectations. From the 2013-2014 Quality Review, while as a school we had designed a plan to develop consistency for vertical planning across the grades, it has not effectively been implemented as a system. As a school we use our revised unit plans and use students' exemplar work to anchor our conversations across grades.

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 will work with the staff developers to develop a protocol for meeting in vertical teams.
2. Monitor the timing and pacing of lessons in units of all teachers, including out of classroom staff, by referring to our year round calendar and schedule.
3. Administrators will monitor and provide actionable feedback to our teachers to move them across one level in the Danielson framework.
4. Staff members will engage in one to one conversations and receive written feedback based on low inference notes from our data collections.
5. Conference with staff developers and coaches to continue to plan across grades to meet the school's needs.

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

1. Administrators, coaches, staff developers, Network Specialist, and teacher teams
2. Administrators and teacher teams.
3. Administrators, teacher teams, and staff developers.
4. Administrators and teacher teams
5. Administrators, staff developers, network specialists and coaches

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

1. Grade meetings with administrators, coaches, and staff developers.
2. Bi- weekly teacher meetings and monthly across grade team meetings to norm and review student data gathered from performance tasks.
3. Administrators will meet four –six times a year to debrief lessons and classroom observations with individual teachers.
4. Administrators will meet four –six times a year to provide feedback.
5. Administrators will meet staff developers and coaches 4 periods per 3 day cycle visits to debrief and plan. In addition they will be in constant contact through emails.

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

1. September 2014 –June 2015
2. September 2014 –June 2015
3. September 2014 –June 2015
4. September 2014 –June 2015
5. September 2014 –June 2015

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

1. We have aligned our Tax Levy and Title 1 resources to support staff developers and the implementation of curricula aligned to the Common Core Standards. We will use Tax Levy and Title I funds to hire per diem substitute teachers to support additional time used for planning across two grade levels or grade bands (grades K-2 or grades 3-5).
2. We have aligned our Tax Levy and Title 1 resources to support staff developers and the implementation of curricula aligned to the Common Core Standards. We will use Tax Levy and Title I funds to hire per diem substitute teachers to support additional two full days used for grade planning across grades in February and May.
3. We have aligned our Tax Levy and Title 1 resources to support staff developers to work with individual teachers and to provide individual teachers opportunities to attend one day or series of days for specific workshops.
4. We have aligned our Tax Levy and Title 1 resources to support staff developers to work with individual teachers and to provide individual teachers opportunities to attend one day or series of days for specific workshops.
5. We have aligned our Tax Levy and Title 1 resources for staff developers to provide school wide workshops for teachers and administrators.

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).

During grade curriculum meetings, parent teacher conferences, School Leadership Team meetings, teachers and administrators share and discuss updated information about the use of the Danielson Framework and the Common Core Learning Standards, CCLS. Strategies to increase parental involvement , the school sends parents to Teachers College to attend reading and writing workshops aligned to CCLS, a school staff member accompanies the parents to assist with translations and comprehension. The PTA hosts CCLS workshops for parents multiple times a year, which will teach parents how to implement the new expectations at home. The school also sends home bimonthly curriculum letters translated into all dominant languages.

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

School Wide Program (SWP)

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2015, Kindergarten through Grade 5 teachers will implement focused literacy lessons to engage students in high quality discussions as measured in the increase of the Speaking section raw score by 5% in the NYSESLAT exam.

Comprehensive Needs Assessment

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

The NYSESLAT consists of four subtests; we analyzed the speaking section and found that from the 132 children in Kindergarten through Grade 4 tested 62 scored below average which is 47%. Students need to speak using academic language vocabulary in order to describe information, express ideas, and narrate stories and sequence events.

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 will work in teacher teams to plan and discuss daily lesson plans and unit plans, that include questioning and discussion strategies.
2. Teachers will work with staff developers to create lessons and activities which note specific teaching strategies that promote high quality discussions.
3. Teachers and administrators will meet to reflect and debrief on observations that will focus on teachers' use of questioning and discussion techniques.

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

1. Administrators, coaches, and teacher teams.
2. Administrators, staff developers, coaches, Network Specialist, and teacher teams.
3. Administrators and teachers

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

1. Bi-weekly grade meetings with administrators, coaches, and staff developers.
2. Teacher Teams will work with staff developers to create "thinking templates" to support and begin quality discussions in the classrooms. Teachers will record and transcribe whole group and small group discussions in their classroom.
3. Teachers will provide copies of their student work summaries and lesson/unit plans as evidenced of their students' progress. Teacher teams will share results and strategies during professional development sessions.

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

1. September 2014 –June 2015
2. September 2014 –June 2015
3. September 2014 –June 2015

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

1. We have aligned our Tax Levy and Title 1 resources to support staff developers and the implementation of curricula aligned to the Common Core Standards.
2. We have aligned our Tax Levy and Title 1 resources to support staff developers and hire per diem substitute teachers for teacher teams so that there is additional time used for planning.
3. We have aligned our Tax Levy and Title 1 resources to provide additional time for the teacher teams to analyze their students' data including the TCWRP independent reading records.

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).

Administrators and teachers share and discuss updated information about the ELA performance tasks and the Common Core Learning Standards in ELA and Literacy during grade curriculum meetings, parent-teacher conferences, and during School Leadership Team meetings. Also we will continue to remind the parents about our school focus, "Making Our Critical Thinking Public." We will provide workshops focused on a content area, i.e., Cook shop. During these 6 workshops we will integrate and model for them questions they can use with their own children to engage in discussions. Additionally, the school sends parents to Teachers College to attend reading and writing workshops aligned to Common Core Learning Standards, CCLS, a school staff member accompanies the parents to assist with translations and comprehension. We will continue to highlight workshops around high quality questioning and discussions for our parents.

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

School Wide Program (SWP)

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2015, English Language Learners (ELL) in Kindergarten through Grade 4 will demonstrate a 5% increase in achieving proficiency at the advanced and proficient levels as evidenced by the results on the New York State English as Second Language Achievement Test (NYSELAT) assessment.

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.

After conducting a two year trend of student performance data on NYSESLAT assessments, it was determined that all ELL student groups showed an increase in performance on the NYSESLAT. We have analyzed the data of current students from Kindergarten through Grade 4. The students in the Beginning and Intermediate ELL categories underperformed compared to other student groups during the past two years. As a result, we have made it a priority to target these groups in order to move Beginning ELL students to an Intermediate Level and Intermediate Level ELL students to an Advanced or Proficient Level on the NYSESLAT this school year. From the data gathered in 2013-2014, the NYSESLAT exam (including reading and writing scores) indicates there are 11 ELL students labeled as beginner level and 37 ELL students labeled as intermediate level, 66 students labeled as advance level and 45 students labeled as proficient level from Kindergarten through Grade 4.

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. Selected ELL teachers will attend action research meetings with ELL consultants and staff developers from the network.
 2. Teacher teams will meet with staff developers to analyze ELL students' work and plan next steps.
 3. Teachers will monitor ELL students' progress using technology programs, i.e., Imagine Learning.
- B. Key personnel and other resources used to implement each strategy/activity**
1. Lead ESL teachers, staff developers, administrators, and network specialists.
 2. Teacher teams, staff developers, administrators, and coaches.
 3. Teacher teams and administrators.
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. 5 full day meetings with ELL consultants and network specialists to share classroom practices.
 2. Grade meetings with administrators and staff developers once a month to review performance task data and plan next steps.
 3. Teachers will print monthly progress reports and analyze the data for the ESL students with staff developers, administrators, and teacher teams.
- D. Timeline for implementation and completion including start and end dates**
1. September 2014 –June 2015
 2. September 2014 –June 2015
 3. September 2014 –June 2015
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. We have aligned our TITLE III budget and resources to support the purchase of ELL materials and implementation of curriculum in classrooms.
 2. We have used our resources to hire per diem substitute teachers to support additional time used for teacher teams to plan and to review assessments and data.
 3. We have aligned our TITLE III resources to support staff developers to work with individual teachers and teacher teams to provide teachers with the opportunities to attend one day or series of days for specific workshops i.e., technology training.

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).

During Teachers College Reading and Writing Project Workshops twice a year, grade curriculum meetings, parent teacher conferences, and School Leadership Team meetings, teachers and administrators share and discuss updated information about the instructional support for English Language Learners. Also, all parents of ELL attend a beginning of the school year orientation outlining ELL services and supports. In addition, the Response Intervention Team provides customized assistance in terms of Tiers 1, 2, &3 interventions. Parents receive a letter informing them of their child's Tier 3 intervention.

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	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.

By June 2015, the number of students in Grades 4 & 5 scoring at Levels 3 and 4 will increase by 4% as evidenced by performance on the English Language Arts State assessment.

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.

It is determined that all student groups showed a slight increase in performance on the ELA Assessment. The general education students have underperformed the other targeted student groups during the past two years. As a result, we targeted this group as a priority in order to move them to a Level 3 or 4 on the English Language Arts Assessment this school year.

From the data gathered on the English Language Arts (ELA) exam, it indicated that:

Grade 3- from the 43 students of 80 tested (54%) of the grade scored the following:

Level 2-28 students

Level 3-15 students

Grade 4-from the 43 students of 64 tested (67%) of the grade scored the following:

Level 2- 23 students

Level 3- 15 students

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 and administrators will attend workshops to develop a deeper understanding of the Danielson rubric.
2. Teacher teams in grades 3, 4, &5 will work with staff developers to develop critical literacy and high level thinking skills and strategies.
3. Students will receive additional ELA and Math instructional time on Saturdays.

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

1. Administrators, network specialists, teacher teams, and staff developers.
2. Administrators, teacher teams, and staff developers.
3. Administrators and teachers teams in grades 3, 4, &5

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

1. Teachers will meet with administrators at least four times a year to discuss classroom observations.
2. Teachers will meet with staff developers 10 days a year for 100 minutes to develop thinking templates, strategies to engage children in high quality discussions, and create environment for debates,
3. Students will attend 20 sessions of ELA and Math support on Saturdays for 2 hours.

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

1. September 2014-June 2015
2. September 2014-June 2015
3. September 2014-June 2015

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

1. We have aligned our budget and resources (Tax Levy and Title 1A) to support the purchase of core ELA materials and implementation of curriculum aligned to Common Core Standards in ELA.
2. We have aligned our Tax Levy and Title 1 resources to support the hiring of staff developers and per diem substitute teachers to provide additional time used for planning across grade bands i.e., grades 3-5.
3. We have aligned our budget to provide per session for a teacher in charge to plan and train the volunteers to work with the grade 3, 4, &5 children on Saturdays.

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).

During Teachers College Reading and Writing Project Workshops, Grade curriculum meetings, Parent-Teacher Conferences, Parent Academic Literacy Workshops

facilitated by teachers, Monthly multilingual PTA Meetings, School Leadership Team meetings, teachers and administrators share and discuss updated information about the Common Core Learning Standards in ELA and Literacy. Response to Intervention Team provides Tiers 1, 2, & 3 interventions. Parents receive a letter informing them of their child's Tier 3 intervention in reading. Also, we have workshops for parents on how to access Parent ARIS Link to obtain resources and their child's literacy assessment results online.

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

School Wide Program (SWP)

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.

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

1.

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

1.

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

1.

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

1.

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

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

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	Literacy intervention At-risk resource room Reading Recovery intervention America Reads tutors Learning Leaders Everybody Wins Title III Programs and Activities Reading Empowers Grades 1-3 Grade 4 APEX ELA Academy	1:1 /small groups Small groups 1:1/ small groups 1:1 /small groups 1:1 /small groups 1:1 1:1 /small groups Small groups Small groups	During school day During school day During school day/ extended day During school day/ extended day During school day/ extended day During school day Afterschool Afterschool Saturdays
Mathematics	Grade 4 &5 APEX Math Academy	1:1 /small groups Small Groups	After school Saturdays
Science	LEGO Robotics	Small Groups	Afterschool
Social Studies	Lunch time computer classes Price Water House –Grades 3 & 4 Saturday Price Water House workshops in Grade 5	Small Groups	During school day/ Afterschool
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At-risk guidance services.	1:1/small groups	During school day/ Afterschool

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

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

We at P.S. 1 are always working hard to attract and hire highly qualified individuals to work with our children. We have hiring committees that are organized to review resumes and create questions for interviews by grade and subject areas. We hope to hire the teacher as soon as possible in July or August. If we can hire the new teacher before the end of the school year we invite him/her to shadow and work in teacher teams to experience and be expose to team work and collaboration. Once a teacher is hired we provide them with a nuts and bolts binder of our school. It includes school safety and policies, the Danielson rubric, Common Core Learning Standards and Chancellor's Regulations for human resources. Also there is a data section with our school report cards, Quality Review, and school survey. Furthermore we include a section for professional articles that addresses classroom environment and parent engagement. They will also have copies of the Teacher's College Literacy curriculum and the first unit from Investigations in Math.

In early September, the new teacher is signed up for new teacher mentoring workshops and Teacher's College workshops around setting up for reading and writing workshop. We also set aside funds for teachers who have expertise in setting up classrooms and libraries to come in to support the newly hired. The administration spends additional time with the individual for check in and planning. The new teacher is then assigned a mentor teacher from the school. Pending on the position we assign a mentor accordingly, i.e., if the new teacher is a special education teacher I assigned the most experiences and effective special education teacher to her. This year our mentor teacher is also a part of the New Teacher Center NYC Mentoring Program. Also the new teacher will be paired up or grouped with the other new teachers to work with the staff developers from TC and/or Aussie.

We also schedule monthly new teacher meetings to work following up from professional development workshops or cycles and to complete new teacher administrative paperwork. We also read articles and visit classrooms together to support the staff development work.

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).

We at P.S. 1 are committed to continuing education and promoting a high quality of professional development. Throughout the school year, various grades are scheduled for professional development time with staff developers around curriculum and content based on the CCLS. Teachers and staff members work closely with staff developers from TCRWP and AUSSIE program to focus on lesson planning and curriculum in reading and writing that focuses on the CCLS. In addition, our teachers and staff continue to develop math skills and knowledge with staff developers from Metamorphosis program. With the continued demand to create strategies and activities to assist our ELL students, we continue to engage in our work with our staff developer, Faye Pallen.

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.).

Tax Levy and Title I funds are used to purchase professional/ instructional materials and professional development services (TCRWP and AUSSIE) to support our reading and writing curriculum. Teacher per session for after school programs and professional development comes from the same funding sources.

Title III funds are used to purchase professional/ instructional materials and to support teacher per session for after school ELL programs and professional Development

ARRA Funds are used for per session for our TEP instructional team. Tax Levy Funds are used to purchase professional/

instructional materials to support teacher effectiveness.

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.).

Teachers and administrators align curriculum, hold joint professional development and parental involvement activities, as well as share records and interventions across all the grades. Since PS 1 is a pre-k to 5th grade school, students are able to stay within the community throughout their elementary education. Students and parents in pre-k are invited and involved in joint assemblies, PTA meetings, workshops, and professional development opportunities as other students and parents are in the other grades. Student work, student progress, and sharing of records are passed along across grades between teachers during professional development time and teacher grade meetings.

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.

Teachers and administrators participate in the Measure of Student Learning (MOSL) and Advance Committees to assist in the selection of appropriate multiple assessment measures within the school. In addition, teachers, parents, and administrators also participate in and analyze the assessment results to improve instruction by discussing possible assessment measures during School Leadership Team meetings.

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.

Parent Involvement Policy (PIP)

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 1, 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. PS 1 will support parents and families of Title I students by:

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (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;

PS 1 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 1, 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.

DBN: 02M001

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool.	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity

		(Refer to Galaxy for FY '15 school allocation amounts.)	has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$249,942.33	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$125,826.00	X	See action plan
Title III, Part A	Federal	\$18,508.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$2,181,110.00	X	See action plan

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

DBN: 02M001

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal,	Funding Amount: Indicate the amount	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes
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	State or Local)	contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$249,942.33	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$125,826.00	X	See action plan
Title III, Part A	Federal	\$18,508.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$2,181,110.00	X	See action plan

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.

- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 02	Borough Manhattan	School Number 001
School Name Alfred E. Smith Elementary School		

B. Language Allocation Policy Team Composition [i](#) 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 Amy Hom	Assistant Principal Silvana Ng
Coach Fay Pallen/Kaye Lawsen	Coach Jack Ruolo, Science Coach
ESL Teacher Mary Chen/Pre K Teacher	Guidance Counselor Edwin Marrero
Teacher/Subject Area Donna Chan/Bilingual ICT K	Parent Winnie Lee
Teacher/Subject Area Gianghi Luong/Reading Recovery	Parent Coordinator Cindy Lau
Related Service Provider Alyssa Levy	Other type here
Network Leader(Only if working with the LAP team) Kristen O'Brien	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	5	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	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	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1	Number of special education teachers with bilingual extensions	2

D. Student Demographics

Total number of students in school (Excluding Pre-K)	500	Total number of ELLs	197	ELLs as share of total student population (%)	39.40%
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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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In	2	2	2	2	2	2								12
SELECT ONE														0
Total	2	2	2	2	2	2	0	12						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	197	Newcomers (ELLs receiving service 0-3 years)	163	ELL Students with Disabilities	27
SIFE	0	ELLs receiving service 4-6 years	34	Long-Term (completed 6+ years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	163		20	34		7				197

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
Total	163	0	20	34	0	7	0	0	0	197
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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0													

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	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									
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
TOTAL	0										

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	5	2	4	5									18
Chinese	39	37	36	33	33									178
Russian														0
Bengali														0
Urdu														0
Arabic		1												1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	41	43	38	37	38	0	197							

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)	18	2	1	4	2	3								30
Intermediate(I)	14	8	2	5	5	7								41
Advanced (A)	33	19	22	8	14	10								106
Total	65	29	25	17	21	20	0	177						

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	9	4	2	0	!Und
4	11	6	1	1	
5	7	6	3	2	
6					
7					
8					
NYSAA Bilingual (SWD)					

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	4		6		6		2		
4	4		4		8		6		
5	6		10		3		4		
6									
7									
8									
NYSAA Bilingual (SWD)									

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		3		10		11		
8									

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
The assessment tools we use as a school to assess the early literacy skills of our ELLs are the TCRWP reading records, Concepts of Print and Letter/Sound Identification. From our TCRWP data we noticed that we have 37.08% of our children including our ELL population are on or above grade level in grade K thru 5.

For this school year 2013-2014, we noticed that the ELL students in September are at over 40 % who needs support. We are currently still gathering more comprehensive assesment to further inform our instructional practices. We are confident that the percentage of needs support will decrease during the school year as it had been in previous years. This information will allow teachers to identify literacy strengths and weaknesses of their ELL students and provide instruction that will meet the needs of their ELL students

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

The data patterns across proficiency levels (on NYSESLAT) and grades indicates that 60 % of our ELL students are at the advance level, 23 % are at the intermediate level and 17 % of our ELLs are at the beginner level. 12 ELLs in grades 3, 4, and 5 are proficient. 13 ELLs in grades K, 1, &2 are proficient.

In most cases the children entering Kindergarten and grade 1 are first year students in school. They are LAB tested within the ten day limit. From that date, most kindergarten and grade 1 children scored at the beginner level. This indicates that some of these children have not acquired the English Language. Also as we receive scores from our initial assessments and perfomance tasks, we do believe these first year students will score as beginners. We will gather more data in terms of how many of these children went to pre-school (in America or their native country) and how many of their parents have higher education backgrounds from the home language surveys. We will begin the initial extended day cycle servicing all the beginner ELLs from grades K-5 giving them an additional three days of fifty minutes direct insruction in a small group of 3-4 setting.

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 of the NYSESLAT modalities - reading/writing/and listening/ speaking - do affect our instructional instructional decisions. The patterns from the modalities indicate specific needs. It shows that even though as a combine score the proficiency levels of most of our children are at advance or intermediate, our children are not meeting standards for each modal as they should be. From analyzing the pattern across the four modalities, we need to continue to look at our instruction. We need to continue to think about how we are building oral language opportunities as well as building on literacy strategies especially in the lower grades (K-2). For each modal, we will look at the classroom schedules and teachers' long and short term plans to identify how many true opportunities are provided for the children to hear stories being told, to allow for reading and writing time, to allow for accountable talk and conversations in partnerships and in small groups, and to use these strategies over and over again during the course of the day. If there is a lack of opportunities occurring in a particular modal as a staff, we discuss possible changes and/or additions to programs such as additional personnel or planning smarter for the day. In addition, this data is shared with the staff as they begin to formulate their target groups for their Inquiry Teams.

4. For each program, answer the following:

- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

Free Standing ESL Program - For ELA:

Grade 3 – There were a total of 15 ELL students tested. 2 students (13%) scored at or above standards. 13 students (87%) scored level 1 or level 2.

Grade 4 – There were a total of 19 ELL students tested. 2 students (11%) scored at or above standards. 17 students (89%) scored level 1 or level 2.

Grade 5- There were a total of 18 ELL students tested. 5 students (28%) scored at or above standards. 13 students (72%) scored level 1 or level 2.

The patterns across proficiency levels and grades indicates that ELL students' achievement levels have declined. Compared to the 2010 scores, 67% of 3rd grade ELLs performed at or above standards whereas this year, only 13% of 3rd grade ELLs are at or above standards. Also, 2010's 4th grade ELLs were at 71% proficiency whereas they are now at 11% proficiency. 5th grade ELLs were at 50% proficiency compared to 28% who scored at or above standards. The school's ELL student proficiency score is 17%. The school scores are 17% at proficiency. In terms of instruction with the children who have been in school the least amount of time, we will begin by providing multiple opportunities for oral language development. Also we support these children by providing them with strategies to build stamina for the volume of literature they need to read and the writing they have to do. We will continue to provide small group instruction such as push in with a ESL/Bilingual licensed teacher.

For Math:

Grade 3 –There were a total of 18 ELL students tested. 8 students 44(%) scored at or above standards. 10 students (56%) scored level 1 or level 2.

Grade 4 - There were a total of 22 ELL students tested. 14 students (64%) scored at or above standards. 8 students (36%) scored level 1 or level 2.

Grade 5 – There were a total of 23 ELL students tested. 7 students (30%) scored at or above standards. 16 students (70%) scored level 1 or level 2.

The pattern across proficiency levels and grades indicates that ELL students fare better in the math assessments over the ELA assessment. Consistently over 46% of the ELL students tested scored at or above proficiency level in the NYS math. Again with the ELL students, 46% exemplary proficiency gains provided our school with full additional credits when its results are in the top 20% of schools citywide. We can conclude that the ELL students score better in Math than on the ELA. In terms of the ELA and the ELL assessments, the children perform better on the Acuity Interim Math assessment.

From the results we know that the math exams do provide translated versions with a clear glossary. Also the math instruction and the investigation units have a specific language and vocabulary that we teach our children prior to engaging the children in the actual activities. In addition, the use of math manipulatives can provide extra supports for the children. Again we will focus on oral language development and literacy development such as stop and jot; to write down ideas and what they are thinking and turn and talk which is built into partnerships.

Our ELL students take the exams in English and a copy of the Native Language version is provided side by side. Native Language is used only when necessary. We do not use the ELL Periodic Assessment. In most cases, teachers may use native language with the beginner levels.

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](#).)

The data will show that the students scores in speaking and listening sections for the NYSESLAT is slightly higher in proficiency than the reading and writing. As a school we realize the importance of developing language and creating multiple opportunities for language to be used. This year as a school we are studying one of the citywide expectation which reads. "Student will engage in high-quality discussions, exemplified by responding to and extending each other's thinking and crafting questions to help each other deepen and elaborate upon their thinking". All teachers will be engaged in an inquiry process which will be focused on looking and analyzing student work. In terms of best practices, teachers will create multiple opportunities for all students to turn and talk and have whole class and small group conversations. The teachers will use thinking templates and language building templates for our ELL students so that they have a place to begin their thinking and talking processes, i.e., "In this part ____ feels____, I know because____." These templates are also used for reading and writing. Our ELL teachers will continue to work with Dr. Lillian Filmore and Fay Pallen, ELL Specialist around building academic vocabulary.

In terms of interventions, our ELL teachers will continue to provide small group instruction and provide content driven curriculum for these students. We will continue to provide the children with opportunities to attend weekday and Saturday enrichment classes which are aligned to the balance literacy program . The children will engage in shared reading with complex text and strategies around "close readings." The work from the classrooms will be presented in smaller groupings or individually. Currently we have a Saturday reading program for grades 1 & 2 and test prep program for grade 4 & 5. We will continue to build the programs from grades 1 -5.

6. How do you make sure that a child's second language development is considered in instructional decisions?
To ensure that a child's second language development is considered in instructional decisions, teachers provide a great deal of time in developing conversations throughout the day, either in partnerships, small group or whole class discussions. Students are held accountable for their part of the conversation. We also look at the assessments from NYSESLAT, LAB-R, ELA and Math to assist us in planning our instruction to provide for literacy development.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- We do not offer a dual language program for grades K-5.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

The success of the program is dependent on the assessments and instruction. The assessments are aligned to our instructional practices and curriculum which thus validates our ELL students' progress. The ELL students' proficiency scores from our School Progress Report provided additional evaluation of success. We will also ensure a rigorous curriculum aligned to the Common Core Standards.

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](#).)
For the school year 2013- 2014, we will continue to follow federal and state conditions and regulations in terms of initial identification of those students who may possibly be ELLs. When parents are registering their children for school, the Home Language Identification Survey (HLIS) is given to determine LAB-R eligibility. Our secretary will provide the HLIS survey during registration. Cindy Lau will be available for translations with parents if needed. Silvana Ng, a bilingual licensed and trained pedagogue is responsible for conducting the initial screening and administering of the HLIS and signing off on the documents. If the home language or student's native language is not English, an informal oral student interview is conducted in both English and the native language by Silvana Ng which consists of questions about their previous schooling, family history, their interests and hobbies. If the student is determined to be an ELL, then the student will be administered the LAB-R. Within 10 days of enrollment, Silvana Ng will administer the LAB-R to the students who were identified as ELLs. If the student is a Spanish speaking ELL, then the Spanish LAB is given by Robert Rechy, a trained Spanish bilingual pedagogue within the same 10 days of enrollment. Supervising this process of initial identification and assessment and follow through including administration of the HLIS, and LAB will be the Assistant Principal, Silvana Ng, who is also bilingual licensed. The completed surveys will be inputted into ATS and a report will be generated for initial identification of possible ELL status.
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.
The following structures are in place at our school to ensure that parents understand programs. After the administration of the LAB-R, it is hand scored and if the child did not achieve proficiency, they are considered ELLs. The parents of these students are then notified by an entitlement letter informing them of their child's identification as an ELL and request for them to attend an orientation providing them with information of the three program choices; Transitional Bilingual, Dual Language and Freestanding ESL. All notices and workshop sessions are translated in Chinese and Spanish. This ELL orientation is held by the 2nd week of September. In the orientation, the parents are invited to view The Parent Connection, the orientation video for parents of newly enrolled English language learners in their native language outlining the 3 choices, discuss their concerns, and ask questions about available programs. They are given the Parent Survey and Program Selection form (in their native language) in which they indicate the program that they request for their child. We also offer another ELL parent orientation at the beginning of October for those parents who were unable to attend the first orientation. In addition, during Parent Teachers Conferences we hold additional video sessions to address concerns and questions with our Parent Coordinator, Cindy Lau. We inform the parents that we offer Free Standing ESL for the majority of the parents who want ESL. However, if 15 or more parents in consecutive grades want Transitional Bilingual Education, then a program/class will be offered at the school. For those interested in a Dual Language program, they will need to determine which school in their district offers a Dual Language program and apply for a transfer there. During the course of the school year, when new students come into the school and are identified as ELLs, we will have one on one meetings with the parents to view the video, fill out parent surveys and entitlement letters and to discuss the program choices.
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 [\[see tool kit\]](#).)
To ensure entitlement letters as well as parent surveys and program selection are distributed and returned, Cindy Lau, our parent coordinator has a copy of all the children who are identified as ELLs. We distribute the letters after the initial video orientation in September. Every parent signs for the letter which also verifies attendance at the meeting or just verify receipt of entitlement letter. Afterwards there are two documented phone calls including date and time of outreach for every family who did not return the

letter. In most cases this is sufficient. There have been cases when we notify the classroom teachers to assist in contacting parents before or afterschool or until Cindy can speak to them about the entitlement letter. For these extreme cases we ask the parents to stay so we can explain the letter and ask them to sign and return immediately. The letters are all returned to the office and to Cindy only. Furthermore we have set up individual appointments with parents about the letter and its requirements. Our timeline begins in September and October with a workshop and Parent Orientations; in November and March for follow ups during parent teacher conferences and additional workshops in December, January, and February if needed. Phone calls are made if necessary for reminders. In most cases we spend the full school year in contact with parents to ensure that entitlement letters are signed and returned. Both the entitlement letters and Parent Surveys are stored and secured in the main 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.
- We follow all state and federal compliance procedures and regulations when we place identified ELLs in ESL instructional programs. We use state and federal cut off scores in the LAB-R and NYSESLAT to identify beginners, intermediate, advanced, and proficient levels of ELLs. The ELL team also takes into account which teachers are ELL licensed and in which grade. The ELL team is the AP, ELL Intervention teacher, teachers assigned to LAP team, school secretary and parent coordinator. We inform the parents (in their native language) immediately of the ESL programs available and of placement including small group push in classroom interventions. Cindy Lau and Giaghi Luong translate for the parents. We also have the video orientation and workshops for our new ELL students for the parent survey and program selection, in addition to providing at least three parent workshops to ensure that parents understand all three program choices. The workshops at different times during the year are necessary due to the fact that we have continuous enrollment. During these meetings we provide translators to ensure small group interaction and that everyone's issues and concerns are addressed. We take attendance and align our list with the enrollment list to make sure every parent attends this initial program description meeting.
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.
- The NYSESLAT has always been administered by an ELL/ Bilingual licensed staff member over the span of time permitted for the state testing period. The speaking section is first given on a one to one basis with an ELL teacher. For the listening, reading and writing sections, the ELL children are grouped by grades and are brought to a separate location. If half of the class are ELLs and are required to take the test, the ELL teacher will remain in their classroom for testing.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. **D**
- After reviewing the Parents Surveys and Program selections this year in most if not all cases, the parents prefer ESL services and free standing programs. The trend tends to indicate so from data collected in the past three years. Their main concerns were that their children will be pulled out of their classrooms too much (in some cases to account for the mandates, a child can be pulled out for ten periods a week). Most parents want their children to speak and learn more English in school. They feel that the children can learn from each other at all levels. They would prefer not to isolate their children and to expose them to as much oral language as possible in the early years. So we have been able to provide push into classroom programs, where the ESL teacher works with the children alongside the classroom teacher.

After reviewing the Parents Survey and Program Selection forms for the past few years, the trend in program choices that parents have requested is an increase number for ESL free standing programs.

In 2009-2010 - 82 ESL requests of 87 program choice selection forms.

In 2010-2011 - 49 ESL requests of 62 program choice selection forms.

In 2011-2012 - 46 ESL requests of 52 program choice selection forms.

In 2012-2013 - 39 ESL requests of 45 program choice selection forms.

In 2013-2014 - 22 ESL requests of 28 program choice selection forms.

Our programs are aligned to the parents' needs, where the ELL children have a balance of whole group and push in small group situations. We also intend to service all the ELL children for extended day, 50 minutes for three days for a cycle of eight weeks in the beginning of the school year.

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])?
 - 1 a. The organization models include push in (co-teaching), collaborative, and self contained.
 - 1 b. The program models are blocked when the ELL move from grade to grade and heterogenous grouping.
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)?

Accordingly ESL, ELA, and NLA instructional minutes are counted as fifty minute periods a day. We follow all federal and state mandates as per CR Part 154.

Explicit ESL delivered in each program:

The free standing program has licensed ESL teachers as the classroom teachers. We integrate the balanced literacy program and we use Investigations for math. We feel it is important for the children to develop their oral language through accountable talk. The children are read to often and teachers use strategies from shared reading to work in small group settings. In addition we will assess the child to see if the child would qualify for programs such as Foundations, Wilson, Imagine Learning (computer based program), Great Leaps, or Making Meaning.

Explicit ELA delivered in each program

We integrate the balanced literacy program. We feel it is important for the children to develop their oral language through accountable talk. The children are read to often and teachers use strategies from shared reading to work in small group settings. We also follow Teacher's College reading and writing units of study. We have reading and writing workshop as well as time for children to read independently from leveled book bins. Also we provide the students individual and small group instruction with the literacy teachers and licensed ESL content teachers, i.e., Reading Recovery. In addition we will assess the child to see if the child would qualify for programs such as Foundations, Wilson, Imagine Learning (computer based program), Great Leaps, or Making Meaning.

Explicit NLA delivered in each program

In our school, we provided ESL free standing classes therefore NLA is not provided for our students.

Also to assure the mandated number of instructional minutes are provided according to proficiency levels:

The implication for the school's instruction includes making sure we are servicing the children as mandated by CR Part 154. We identify which children are entitled to services and weekly schedules are posted on the classrooms doors to indicate the ESL periods. Every teacher receives training and a copy of the ATS generated report. All beginning and intermediate proficiency leveled students receive 360 minutes per week of mandated ESL instruction. Advanced students receive 180 minutes per week.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

The goals throughout our school-based planning and program implementation have been to prepare all our students to be responsible and productive participants in the community. Our focus has been on developing communication skills and critical thinking skills in all content areas especially for our second language learners. Also we will continue to collect data and analyze the periodic assessments to support the children's learning and our teaching practices. We will also deepen our work with the Common Core Standards to align with our curriculum especially for our ELL students focusing on the Language standards.

The classrooms throughout the school are print and language rich environments in which children work cooperatively and are provided with experiences through which they learn to question, think, and take risks. The children are encouraged and given opportunities to evaluate their own learning using student rubrics. High standards and expectations are clear to all and there are constant discussions about children's responsibility to do their best.

P.S. 1 services the English Language Learners through self contained free standing classrooms. All classes are heterogenously grouped. We have ESL licensed teachers and Bilingual licensed teachers. Teachers in these classrooms are New York State ESL licensed instructors. In addition to supporting ELL instruction, licensed ESL/ Bilingual small group teachers push –in whole class instruction and small group instruction. In grade 1 through grade 5, there is an average of 5-10 ELL students in at least two classes per grade who are identify as intermediate or advance. There are 7 children identify as beginners in grades 3, 4, & 5. We use Native Language when deemed necessary and instruction is delivered by licensed ESL and Bilingual teachers.

At-risk grade 1 English Language Learners are eligible for the Reading Recovery Program. This is an early intervention program that targets children in grade one who might be at-risk for reading failure. The reading recovery teacher works daily one-on-one with children selected for this program. This teacher is a bilingual licensed teacher. In Kindergarten, the ESL licensed teachers are team teaching with another teacher on the grade to support the ELL learners. In addition the grades K, 1, 2 and 3 ELL students and at-risk students will be serviced in a small group setting by additional reading specialist teachers who are ELL licensed. These teachers will be expected to push in with students in the classroom. They will focus on specific reading, writing, speaking, and listening strategies similar to the balanced literacy program. These teachers will work alongside the classroom teachers to plan for each of their ELL students. Working portfolios and attendance will be used to track assessments and progress of each student in addition to results from NYSESLAT, LAB-R, ECLAS 2, EPAL, New York State ELA and Math scores in grades 3,4, &5 and the Acuity Interim Assessments. In grade 4 and 5, the ELL students will be placed with an ELL/Bilingual licensed teacher for full day instruction. The teachers will work with these students in small groups and individually. Additional sessions in small groups will service these children.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
100% of our classes are freestanding ESL program thus we do not evaluated the students in their native languages. We do not offer TBE/DL program
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
For each modality, we will look at the classroom schedules and teachers' long and short term plans to identify how many true opportunities are provided for the children. In listening, teachers read aloud stories and complex texts to students which allow for accountable talk and conversations in partnerships, small groups and whole class discussions. Teachers use informal assessments in term of taking notes to assess students' comprehension. In speaking, teachers provide opportunities for students to ask and answer questions and to engage in conversations with partners, small groups and whole class. In reading, teachers performed formal assessments such as TC reading assessment 3 times a year to evaluate their reading levels and comprehension. Teachers also do informal assessments using running records and conference notes. In writing, students are assessed before every new unit of study with a pre and post on demand assessment. Teachers use rubrics to determine students' levels of performance and provide opportunities for growth in writing. In addition, there are 2 formal Performance Tasks that are required of students in ELA. These strategies are used over and over again during the course of the day. If there is a lack of opportunities occurring in a particular

modal as a staff, we discuss possible changes and/or additions to programs such as additional personnel or planning smarter for the day. In addition, this data is shared with the staff as they begin to formulate their target groups for their Inquiry Teams.

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).

Planning for ELLs to differentiate instruction for ELL subgroups:

a. If we had SIFE Students – we will provide the students small group instruction with the literacy teachers and licensed ESL content teachers. In addition we will assess the child to see if the child would qualify for programs such as Foundations, Wilson or Great Leaps. We will continue to use software programs such as Imagine Learning to support the children's literacy progress.

b. ELLs in US schools less than three years (newcomers).

These students tend to be tracked every year. We placed these students in free standing ESL classes with ESL licensed teachers for full day instruction. We use additional assessments such as TCWRP assessments and reading records to monitor progress. If no progress is made, we search out alternative resources including special needs. In addition we will assess the child to see if the child would qualify for programs such as Foundations for phonemic awareness with the younger children or new comers, and Wilson for decoding and phonemic awareness with the older children or new comers in the upper grades including Imagine Learning (computer based program).

c. ELLs receiving service 4 to 6 years

These students tend to be tracked every year. We placed these students in free standing ESL classes with ESL licensed teachers for full day instruction. We use additional assessments such as TCWRP assessments, NYSESLAT, reading records and performance assessments to monitor progress. We also make sure they receive extra services from our Title III programs and extended day services with small group interventions from reading specialists. If no progress is made we search out alternative resources including special needs. In addition we will assess the child to see if the child would qualify for programs such as Foundations for phonemic awareness and Wilson for decoding and phonemic awareness with the older children or new comers in the upper grades. Furthermore we use a computer program called Imagine Learning to support and monitor the child's progress.

d. Long- term ELLs (in NYC six or more years)

These students are often limited because they will only be six years if they actually started their school with us from Pre-Kindergarten. Pending on the mandates they need to receive at this point, we hope the time has lessen. In these cases the child can be pulled out in small group or one on one settings with the literacy teachers. This one- on- one service is very intensive modeled after the reading recovery program. If not, we placed these children in free standing ESL classes with ESL licensed teachers for full day instruction. We use additional assessments such as TCWRP assessments, Interim assessments, NYSESLAT, and reading records, and performance assessments to monitor progress. If no progress is made, we search out alternative resources including special needs. In addition we will assess the child to see if the child would qualify for programs such as Foundations and Wilson for decoding and phonemic awareness with the older children or Great Leaps to build fluency. Furthermore we use a computer program called Imagine Learning to support and monitor the child's progress.

e. Former ELLs (years 1 and 2 after testing proficient)

These students will be monitored consistently throughout the year using assessments such as TCWRP assessments, performance assessments and reading records to monitor progress. If needed, small group instruction will be provided by the classroom teacher, and/or other assistants, such as an America Reads tutor. These students may also qualify for additional assistance by using programs such as Foundations, Wilson or Great Leaps to assist with their learning.

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?

Teachers of ELL-SWDs use the reading and writing workshop model from Teacher's College to provide access to academic content areas and to accelerate English language development. During the units of study, students integrate the strategies learned into their work and utilizes materials such as the class word wall, individual word list, complex texts, various paper choices, leveled books as well as work in appropriate literacy centers. The development of teaching materials is also differentiated so that all students within a classroom can learn effectively, regardless of differences in ability. The students also work with Foundations for decoding and phonemic awareness. Teachers create UDL to differentiated instruction so that they can provide students with various methods to meet the needs of the students. UDL or Universal Design by Learning is utilized to provide accessibility to the reading and writing

curriculum, focusing on helping students reach Common Core Learning Standards

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?

We use assessments such as TCWRP assessments, Interim assessments, NYSESLAT, performance tasks, on demand reading and writing tasks and reading records to monitor progress. We will follow the mandates on IEPs. We provide blocked programs within the class for the needs of ELLs-SWDs. Also we provide the students small group instruction with the literacy teachers and licensed ESL content teachers. There is content learning instruction in science, social studies, music, and art. The speech therapist does a push in program for those students in need. The older students work as mentors to the younger students to provide peer tutoring. We also have paraprofessionals that assist the ELL-SWDs in all content areas. In addition, we have Title III enrichment programs such as the Family Literacy Theater and the Runner's Club. In addition we will assess the child to see if the child would qualify for programs such as Foundations, Wilson, Imagine Learning (computer based program) or Great Leaps.

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 all ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for all 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

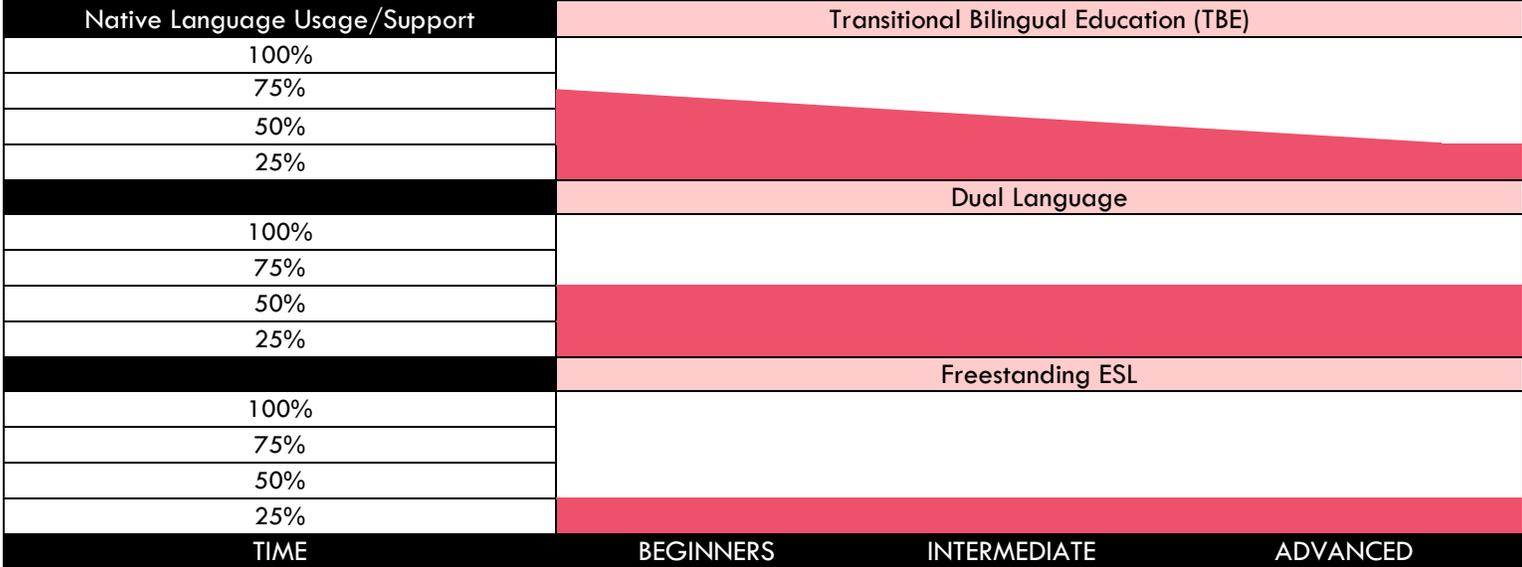
	Beginning	Intermediate	Advanced
ESL instruction for all ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

	Beginning	Intermediate	Advanced
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.

Currently all our ranges of intervention services are offered in English. However once a week we offer a small group intervention in Chinese and Spanish (for beginners). The reading recovery teacher services the native language in Chinese and our bilingual music teacher provide services in Spanish. In addition, we have one intervention teacher who works under the supervision of the bilingual licensed AP who services small groups (beginning and intermediate) in ELA and Math. Our Science coach and science teacher service the fifth grade beginning and intermediate students at least four times a week.

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

To support the content areas, the ELL students will have full access to the books within our classroom libraries. In addition there will be an ESL certified teacher in charge to facilitate all staff development sessions with an Aussie staff developer who has multiple experiences working with ELL populations. The teams of teachers will organize the classes according to the levels identified by the NYSESLAT scores and the data from our Language Allocation Policy (LAP) reports. We will incorporate teaching strategies used within our balanced literacy program (i.e., read aloud, shared reading, and guided reading and writing). This year we have align the curriculum maps to common core standards with the support of the Aussie staff developer to meet the needs of all of our ELLs in content and language development. In addition we will be utilizing a performance task for reading, writing and math as aligned to the DOE requirements.

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

We are considering additional programs as part of the extended day program for our ELLs. Another opportunity will engage the ELL children in a non-fiction content study, specifically focusing on learning to build their knowledge about nutrition and healthy living. This opportunity will allow the children to be exposed to specific language about good foods and bad foods. For part of the time, in the last 20 minutes of each session, the children will engage in activities to learn how foods are broken down by the body to create energy and support the development of different muscles. The children will be learning about the human body and how it work. They will be able to verbally identify body parts and how different activities uses different parts of the body and muscles. The children will engage in team and individual sports. In this program we will invite former ELL students to attend. This program will be scheduled for one and one half to two hours after school, once per week for ten weeks. In addition, most of the classrooms are equipped with a smartboard and Ipad. There are many interactive websites and apps that can assist the ELL students in all academic areas.

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

We will keep all programs as funding permits. Funding is a major determinate of which programs are available to our ELLs. However we are very aware to include the ELL population in our school when we have dance, music, and sports programs. Our soccer, basketball, and chorus are all funded from outside sources.

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

We ensured that our ELL population are provided equal access to programs and services. Our ELL children are given the same or at times additional opportunities for after school and supplement services. They are included in all school activities and programs with The National Dance Institute, American Ballroom Dance Institute, ART, Inc., Young People's Chorus, Penny Harvest, Soaring Words, Lego Robotics, Cookshop, Grade 2 Swim Program, Grade 2 Architecture Program , APEX Saturday Reading Empowers program and Asia Society. There are other resources that our ELL students participate in including: Everybody Wins, America Reads and America Counts with Pace University and New York University, Asian American Council, APEX for Youths, Brooklyn and Manhattan International High Schools Interns, American Ballroom Theater, and American Ballet Theatre.

In Grade 4 and 5 for our Saturday ELA program, we understand an ELL at a beginner's level will find test prep challenging and overwhelming. So a group of two or three children in Grade 4 on the same level (assessment) will then work with two tutors who speak their native language. The tutors are exposing the children to conversational English and giving them strategies to navigate the school and their new community. This year, a program called Reading Empowers are servicing 90 students from grades 1 & 2 this number of attendees had tripled since beginning last year. They meet twice a month for two hours on a Saturday. The children are in small groups of 5-6. The volunteers are trained by classroom teachers to read and have conversations with the children.

Also we are continuing out partnership with the NYC Food Bank. All students in grades Pre-K to 1 are participating in a nutrition/cooking program called Cookshop. The purpose of Cookshop is to promote a lifelong, healthy lifestyle. The program starts with educating children about healthy eating habits and how to prepare healthy foods. The students, in turn, will encourage

their parents to buy healthier foods and to develop nutritious eating habits. Next, they hope to change the surrounding community in providing nutritious food to the neighborhood. Therefore, once a week, students are taught about developing a healthier lifestyle. Another program that we have this year is the Swim program for the 2nd graders. Once a week, during the school day in the afternoon, 2nd grade students are participating in swim lessons by qualified instructors at the local YMCA. In addition, for our 2nd and 4th graders, we have a gardening program this year called the People's Garden from Cornell University. Adult volunteers alongside with the students will be creating a garden on school grounds.

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

We made purchases from many companies as well as from National Geographic to support our ELL students in non-fiction studies and trade books. We used several series of publishers including Benchmark, Wright, Mondo, and Steckvaugn to purchase emergent list books as well as leveled libraries for independent reading and classroom libraries. We use tools such as computers, tapes and books, and the document reader to provide visuals and listening supports. We want our ELL children to engage in multiple opportunities to develop oral language, therefore they need opportunities to listen to the English language and use it in context. So we have purchased singing machines and tape recorders for the children to use at home. In addition, we invest in intervention programs such as Foundations, Wilson, Great Leaps, Imagine Learning (computer based program) or Making Meaning. Also we have the Navigator for mathematical intervention.

We also provided all classrooms with ELL children with smartboards also to be used with internet search engines like google earth and interactive websites. We have elmos projectors in which students can view print materials. Most of the teachers are also using IPAD2 in the classroom to support their ELL students. We are continually training our staff to be aware how the ELL students are visual learners. We work hard to differentiate materials such as books and activities to support all learners including the ELLs.

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

Native Language is used only when necessary in our free standing ESL classes. In most cases, teachers use native language with the beginners and intermediate learners.

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

Yes, our required services support, and resources correspond to ELLs ages and grades levels. (See response to question 6.)

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.

To assist newly enrolled ELL students before beginning the school year, we meet with parents to survey the educational history of their child. We assess the child quickly using the Teacher's College Reading Records. In late June, we identify incoming students and parents for September. We schedule each child with the parent for a 45 minute interview. The children will go with ESL licensed teachers for a TCWRP assessment of Concept about Print and Letter/Sound Identification. In turn our parent coordinator will meet to interview each parents to provide background information for their child that includes school history, family make up, and information about their child's learning habits. We provide simple books on tape and videos to begin exposing the child to language. Our parent coordinator also provides a list of community activities the child and family can be involved with.

For the past few summers, if the child qualifies in grades 2-5 for the Title III summer program, we enroll the child for six weeks. The programs exposes the child to content specific studies with an ESL or Bilingual licensed teacher and ESL student teacher in a class or no more than 20. The program focus on building oral language.

18. What language electives are offered to ELLs?

We are an elementary school, language electives do not apply to our school.

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)?

Paste response to questions here:

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.

1/2 Staff development for teachers includes a support group for new teachers as well as New Teacher Training in August. Also the teachers will have the opportunity to work with staff developers from Teacher's College and attend Saturday Reunions as well as calendar day workshops. In addition, Teacher's College offered a series of ELL focused workshops for teachers with self contained and small group classes. ESL issues will also be addressed during faculty conferences, staff development days, and monthly grade meetings. In addition we will train teachers to implement literacy intervention programs such as Foundations, Wilson, Great Leaps, Imagine Learning (computer based program) or Making Meaning.

Staff developers, Jennifer De Sutter, Grace Chough, Kaye Lawson, Fay Pallen (ELL Network Specialist) and our Assistant Principal, Silvana Ng will be working with teachers in groups and individually to model best ELL literacy practices. Our Science Coach, Jack Ruolo will continue to work with new teachers and mentor teachers on each grade to address issues dealing with developing an understanding of Science content knowledge and ESL strategies. Our math coach, Ellen Crum provides math staff development to our teacher teams.

Our September staff development days included strategies for assessing all children including through conferencing and observations as well as aligning Common Core Learning Standards to our curriculum. In addition teachers on the grade and across grade spent time analyzing assessments and planning for instruction. We will continue this year to focus on developing our leveled libraries to make sure every child had a text to engage in during independent reading. We asked the children, what they were reading and how do they know the books were just right for them. We will continue to look at the components of the Language Allocation Policy. We will continue to work with Gianghi Luong, our ELL Intervention teacher to attend and turn key information from cohort meetings and workshops. Also aligning to these workshops, two teachers (grade 3 and ELL intervention teacher) will be attending monthly ELL workshops with Maryann Cuchiara and Fay Pallen and with other ELL teachers to share effective strategies and to support academic language in classrooms. This is our fifth year participating in this program. In addition we will have Kaye Lawson, an AUSSIE staff developer work with ELL teachers to implement strategies to support the children in the classroom. She will plan with data and focus on an inquiry group based on the data.

Previously through District 2's professional development opportunities, teachers were able to develop a collegial and collaborative relationship. They shared their plans and created multiple opportunities for their children to work and learn together in their classrooms. We are part of the Integrated Curriculum and Instruction Learning Support Organization so that we can continue to be committed to professional development. We believe in many models of good instruction so we are carving out opportunities for our teachers to grow as learners within the school. Presently we have mentors who work with teachers, who have taught less than three years.

Mentor – Teacher (Experienced) mentors New Teachers:

1. Christine Wong Lower 12:1:1 gr K, 1& 2 mentors new teachers *Grace Ferrara Upper 12:1:1 gr 3,4, & 5.
2. Maria Willis mentors Elizabeth Pond - 2nd grade ICT
3. Arleen Chiu mentors Kara Adamik - 1st grade ICT

*ESL/ BIL State Licensed Teachers. We have _ NYS licensed ESL teachers and _Bilingual Certified Teachers.

** Teacher licenses are filed in the main office with the personnel/payroll secretary

Tentative Staff Development Calendar

Month	Topic	Audience
September-October	Using on demand tasks for assessment and score tasks according to narrative rubric. Differentiation of Instruction/Strategies for Assessing ELLs (Identify target groups for inquiry team study); Share understanding of the Common Core Standards in ELA; Identify the performance Tasks - four 2 in MATH and 2 in ELA, plot along time line	All Staff
November	Planning for Instruction for ELLs/ Introducing the Common	Grade Teachers

	Core Language Standards. Looking at multi levels of non fiction books and materials to begin discussions around non-fiction study	
December	Language Allocation Policy	All Staff
January – February	Looking at student data to document progress and growth as a reader. Identifying content areas for integrated study	
March- April	Preparing for the NYSESLAT/ ELA and Math Goal setting - using data to create individual student goal	All Staff
May –June	End of the year planning; looking at reading and writing calendars for the follow year; Share Inquiry Team Projects	All Staff
<p>3. The supports we provide staff to assist ELLs as they transition from elementary school to middle school are extra sessions with the guidance counselor to talk to the students about the change. We also provide extra support from the Charles B. Wang Clinic to discuss bodily changes which can be socially and emotionally challenging. In addition, we provide the children with a day of inner resilience activities workshops are facilitated by trained teachers. Furthermore we plan a career day with the children in grades 4 and 5 to prepare them with personal small group interactions with professionals.</p> <p>4. Our teachers are involved in many professional development opportunities that are on-going and sustained. In terms of meeting the Jose P. mandates, we will ensure that all teachers are provided with 7.5 hours of ELL Professional Development by certified ESL staff or consultants and Special Ed teachers with 10 hours of Professional Development. Documentation of the total hours will be kept in their files. We can also provide attendance sheets with agendas to further document the professional development sessions and time.</p>		

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 is a main focus in our school. We have a great deal of outreach besides the necessary involvement which includes the School Leadership Team and other similar committees. We have a Family Room for parents to socialize and meet other parents. All parents including those of English Language Learners are provided with an orientation on State Standards assessments, school expectations and general program requirements early in the school year at PTA meetings and in grade specific parent orientation meetings. We work with the parent coordinator, literacy coaches and science coach to design and to implement series workshops to assist the parents of English Language Learners in understanding the school curriculum, particularly balanced literacy and TERC Investigations. This year we are also receiving a grant to become a Community Learning School. The idea behind the concept is to make our school into a community "hub" where children and their families have access to all types of programs and services including health, youth development activities, tutoring, counseling programs, health education programs and social services.

During the first two weeks in September, we schedule parent orientations for each grade so that teachers have the opportunity to meet in their classrooms with their parents to identify needs and expectations. Translators are provided and curriculum calendars and materials are translated. Tentative workshops are planned and scheduled during the meetings in October and November, and then again in March and April during both periods of the parent teacher conferences. There will be two annual meetings with parents during parent teacher conference week to discuss and share information regarding the ELL/ bilingual programs.

In addition, we will continue to provide instruction once a week for two hours from October through May for selected English Language Learners in grades kindergarten through five focusing on a content area of study i.e., ballroom dancing, science, and sports. We have encouraged parents to volunteer and attend these extended school day sessions. We also have family activities to encourage involvement. In addition with the Common Core Learning Standards in full implementation we have designed a schedule where parent workshops are offered every six weeks. Most of the workshops are in school however several are located outside of school including Teacher's College at Columbia University and UFT parent conferences at their headquarters.

Furthermore, we organize school wide parent groups to attend city wide workshops relating to ELL issues. Cindy Lau, our parent coordinator is readily available to support parents with any issues dealing with ELL services and mandates. We have sent translators with parents to the Teacher's College Parents Workshops for the past two years in October and November. The workshops are focused on assisting parents with building literacy strategies for their children. We always include a component from every grant for parental involvement. Last year we notice the increase number of grandparents caring for the young children. With the support of the DOE Department of Aging, we successfully have a monthly support group for grandparents.

2. English Language Learners are included in all school activities and programs with The National Dance Institute, American Ballroom Dance Institute, American Ballet Theatre, Young People's Chorus, Children's Museum, Penny Harvest, Lego Robotics, Cookshop, Swim Program, Architecture Foundation, Soaringwords, and Asia Society. These programs and CBO partnerships provide additional opportunities for our children to perform and develop their visual art skills. There are many other resources including: Everybody Wins, America Reads and America Counts with Pace University and New York University, Asian American Council, Asian Professional Extension Programs, Brooklyn and Manhattan International High Schools Interns, America Reads, American Ballroom Theater, America Corp, New York Downtown Hospital, New York University Dental Program, Chinatown YMCA, Charles B. Wang Health Clinic,. Several if not all agencies will provide support which includes workshops and services for our parents including the ELL parents. Many of these organizations do presentations during our PTA meetings.

3. We evaluate the needs of the parents by providing a needs assessment survey in the beginning of the school with a follow up during School Leadership Team meeting and PTA meetings. We also gather data from our annual School Environment Surveys to identify other areas of needs. In most cases, we identify our success through return rates and parents' satisfaction

4. Our parent involvement activities address the needs of our parents. The activities are planned and facilitated around their interest and requests. We use data from the annual school survey as well as our own school surveys to address specific issues and concerns.

E. Additional Information

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

Paste response to question here:

School Name: Alfred E. Smith

School DBN: 02M001

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Amy Hom	Principal		1/1/01
Silvana Ng	Assistant Principal		1/1/01
Cindy Lau	Parent Coordinator		1/1/01
Mary Chen Ing	ESL Teacher		1/1/01
Winnie Lee	Parent		1/1/01
Donna Yung Chan	Teacher/Subject Area		1/1/01
Gianghi Luong	Teacher/Subject Area		1/1/01
Fay Pallen	Coach		1/1/01
Kaye Lawson	Coach		1/1/01
Edwin Marrero	Guidance Counselor		1/1/01
Ada Cordova	Network Leader		1/1/01
Jack Ruolo	Other <u>Science</u>		1/1/01
Kristen Obrien	Other <u>Assistant NL</u>		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 02M001 School Name: Alfred E. Smith Elementary

Cluster: 2 Network: 206

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

Part A: Needs Assessment Findings

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

P.S. 1 uses the Home Language Survey to gain information as to which language is most often used at home. The home language surveys will be signed off by a license pedagogy. In the beginning of the school year, the parent coordinator and the community coordinator will work together to provide the parent community with a needs assessment surveys. The survey also asks parents in what language they would like to receive school information. Based on the surveys, we provide services for the parents from curriculum workshops to ESL classes. We received at least 180 survey returns, from the return 130 request Chinese translations. From this we then strategically provide same workshops simultaneously in specific languages.

In addition according to our Learning Environment Survey 2012-2013, 77% of our parents indicated that paper translated materials were the best way to get information home about the children and school. We had workshops with parents to discuss how ARIS reports will assist them in following their child's progress in school on the internet. We plan to have additional workshops to support our parents in ARIS. We hope to increase the parents use on other forms of communications to include email. Additional language data is also reviewed from ATS. Approximately 350 families speak Chinese (majority speak Mandarin and the remaining speak Cantonese and an unknown Chinese dialect). We also have 35 families speaking Spanish and the remaining families speak English.

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.

Data collected and data from our 2012-2013 School Survey indicated that materials need to be translated into Chinese and Spanish. This information was shared school wide in faculty meetings and memo reminders. Personnel resources were also provided to staff members who needed oral translation or written translation. School letters including notices, meeting announcements, calendars and trip forms are also translated.

Part B: Strategies and Activities

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

The written translation will be provided by parent coordinator, the community volunteers, and the bilingual teachers who are fluent in written Chinese and Spanish. We will also use computer programs to support the translations of classroom new letters, monthly event calendars, parent letters, trip letters, and daily behavior notes and anecdotes. In doing so the teachers will increase parent engagement in school activities.

The teachers will provide a copy of the English version and the translators will use before or after school time to interpret the materials. The materials are provided to every family so that they are well informed of school and classroom events and policies. In addition we strategically placed three bulletin boards that displays the same translated information, one outside the main office, second one outside the PTA family room, and third outside the lunchroom where families drop off and pick up students. Additional handouts are shared during school leadership team and general PTA meetings.

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.

Oral translation services are provided by in-house staff (teachers, counselors, school psychologists, parent coordinators, community volunteers, school aides). Staff members are fluent in the different Chinese dialects that represent our parent population (Cantonese, Mandarin, Toishanese, and Fujianese). We also have staff members who are fluent in Spanish who are called upon when translation is needed. Oral translations are provided for all PTA and school meetings including School Leadership Team meetings.

Parents of English Language Learners are provided with an orientation on State Standards assessments, school expectations and general

program requirements early in the school year at PTA meetings and also grade specific parent orientation meetings. We work with the parent coordinator, literacy coaches and math coach to design and to implement series workshops to assist the parents of English Language Learners in understanding the school curriculum, particularly balanced literacy and TERC Investigations.

For the 2013-2014 school year, grade parent orientations were scheduled during the second and third week in September. Invitations were translated for the parents and teachers follow up with telephone conversations with parents who failed to return a response. The teachers rescheduled appointments before and after school. In addition, all families of ELL are invited to view "The Parent Connection," the orientation video for parents of newly enrolled English language learners; to discuss their concerns; and to ask questions about available programs. Our parent coordinator spends additional time to account for every family by providing second notices and then calling families on the phone. This is so to ensure we communicate information about the school's academics programs and students' participation. This past September a couple of grade teams presented their orientation materials separately twice, one in English only and other in Chinese only.

The school works with parents to ensure that convenient appointments are made so that accurate translation is always available for conferences with teachers and support service teachers. During parent workshops, parents are grouped with a translator so they receive the information and are able to participate by asking questions and giving opinions. Translators can be the parent coordinator, community coordinator, volunteers from community based organizations, American Reads tutors and/or teachers.

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>.

We have posted the Chancellor's Regulations, "Bill of Parental Rights and Responsibilities" in 8 languages on the PTA Family Room bulletin board, P.S. 1 community news bulletin boards, and places where there is a high volume of parent engagement (i.e, pick up and dismissal areas). Extra copies of regulations are available in the PTA room and Parent Coordinator's office.

In the beginning of the year, we also inform parents during meetings that translation is available for all school home communication needs. For parent workshops, we ask parents to identify their preferred language in advance so we can have the translators readily available. From past experience, the parents speak Mandarin, Cantonese, Toishanese, and Fujianese.

The Parent Coordinator is available via phone and office hours to address any concerns about the school's translation and interpretation services.



Department of English Language Learners and Student Support

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<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: Alfred E. Smith Elementary	DBN: 02M001
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 checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 120
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 10
of certified ESL/Bilingual teachers: 6
of content area teachers: 4

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: Alfred E. Smith Elementary Public School 1 is located in Community District 2 in the heart of Chinatown. P.S. 1 is a five-story structure that was completed in 1897. The total student population from Pre-Kindergarten to grade 5 is approximately 510 of which 458 are in general education, 189 in bilingual/ ESL education (which makes up 39% our school population), 31 in the ICT program, 12 in resource room, and 25 in self contained special education. The student ethnic composition consists of 69.9% Asian and others that include Pacific Islanders, Alaskan Natives and Native American's, 16.7% Hispanic, 11.6% African American, and 1.8 % white, and 56.4% are males and 43.6% are females. The school's average daily attendance is 95%. The school is a Title I School wide Project school with the Universal Free Lunch Program. PS 1's Title III program supplements instruction for English Language Learners and will target all 191 children of the school's beginning, intermediate, and advanced ELL including newly arrived children.

There are 3 Super Start pre-kindergarten classes, 3 kindergarten classes and 1 ICT kindergarten class, and two self-contained special needs education classes one in the lower grade K/1/2 and one upper grade 3, 4 and 5. There are 2 first grade classes and 1 ICT first grade class, 3 second grade classes, 3 third grade classes, 2 fourth grade classes and 1 ICT fourth grade class, and 2 fifth grade classes and 1 ICT fifth grade class. The kindergarten and grade 1 classes are transitional programs with ELL support due to the fact that most of our children are beginners at these levels.

PS 1 has Free Standing ESL classes in which students receive instruction in 100% English. English Language Learners in these classes are serviced through state licensed ESL / Bilingual teachers. Children in other classes are serviced through whole class push-in or pull-out small group instruction with an ESL-licensed teacher. School wide the ELL instruction will focus on non fiction studies and the use of technology as a tool to support learning. The Language Allocation Policy, will ensure that our children, who are limited English proficient, including immigrant children and youth, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging State academic content and state academic achievement standards as all children are expected to meet.

High Quality Instructional Title III Programs:

During the school year, English Language Learner students in grades K – 5 are encouraged to attend extended school day programs which structure and align the learning from our classroom literacy

Part B: Direct Instruction Supplemental Program Information

experiences in Science and Social Studies to prepare the children for related outside classroom experiences including trips and neighborhood walks. We also will use the time to reinforce the learning from the regular classroom day. Our programs will have two teachers; one teacher will be ESL and/or Bilingual certified and the other will be a common branches licensed generalist. We believe it is important to expose our ELL children to hands on and authentic know-how through contents subject areas such as Science, Social Studies and Language Arts. Furthermore our NYSESLAT scores show a need to develop the children speaking and listening skills. The data will assist us in forming target groups.

For example teachers will share a recipe and discuss with the children where to shop for ingredients in order to prepare for cooking. They will go to the locate supermarkets and food stands to make purchases. After such trips the children will re create their own supermarkets and food stands in the classrooms. Such experiences and opportunities will support them in their lives in society. If there are additional funds, from October through May, children will be serviced by a bilingual or ELL-licensed teacher in a small-group setting of no more than ten students. The extended day program will be scheduled for one and a half to two hours after school, once per week for ten weeks. The children will be engaged in a non-fiction content study, specifically in a culinary institute focusing on preparing American foods. Also children will keep food journals to increase their independent skills and practices for reading and writing.

The teams of teachers will organize the classes according to the levels identified by the NYSESLAT scores and the data from our Language Allocation Policy (LAP) reports. We will incorporate teaching strategies used within our balanced literacy program (i.e., read aloud, shared reading, and guided reading and writing). The classroom teachers will organize the small classes which will reflect classroom work and assessments. Also the children will keep food journals to note their word work, writing drafts, and a reading log to identify the book titles. There will be no more than 12 intermediate and advanced second through fifth grade ELL in a class. We will also include proficient students from the school year 2012 and 2013. Expenditures will include consumables such as cooking ingredients, Xeroxes for recipes, and supplies, related literature to support ELL literacy and language development, and visits to food markets and restaurants to build English language skills in concrete contexts. We will create a recipe book for each child to document the learning.

As part of pictorial documentation and the use of technology we will purchase one IPAD 3 tablet with the ability to record and film for each class that will compatible to our computers in the classrooms. We will need supplies such as photo printers, photo paper, ink cartridges, memory sticks and cards, blank CDROMS to burn pictures, batteries for the camera and camera cases. The children will learn how to use the camera function on the IPAD 3 to down load pictures, and create short documentaries of their experiences. They will create a power point presentation on CDROMS.

In additional as part of the extended day program, another opportunity will engage the ELL children in a non-fiction content study, specifically focusing on learning to build their knowledge about nutrition and healthy living. This opportunity will allow the children to be exposed to specific language about good foods and bad foods. For part of the time, in the last 20 minutes of each session, the children will engage in activities to learn how foods are broken down by the body to create energy and support the development of different muscles. The children will be learning about the human body and how it

Part B: Direct Instruction Supplemental Program Information

works. They will be able to verbally identify body parts and how different activities uses different parts of the body and muscles. The children will engage in team and individual sports. In this program we will invite former ELL students to attend. This program will be scheduled for one and one half to two hours after school, once per week for ten weeks.

To support the content areas, the ELL students will have full access to the books within our classroom libraries. One of the two teachers will be ESL/ Bilingual certified. In addition there will be an ESL certified teacher in charge to facilitate all staff development sessions with an Aussie staff developer who has multiple experiences working with our ELL population. She will continue her work in the afternoons with the Title III teams. The teams of teachers will organize the classes according to the levels identified by the NYSESLAT scores and the data from our Language Allocation Policy (LAP) reports. We will incorporate teaching strategies used within our balanced literacy program (i.e., read aloud, shared reading, and guided reading and writing). This year will we also align the curriculum maps to common core standards with the support of the Aussie staff developer. In addition we hope to create a performance task that is aligned to the Department Of Education requirements.

Our programs will have two teachers; one teacher will be ESL and/or Bilingual certified and the other will be a common branches licensed generalist. The teacher team will organize the small classes which will reflect classroom work and assessments. There will be targeted groups consisting of beginners, intermediate and advanced level children from second through fifth grade ELL in class. Also there will be no more than six former ELL students. We will focus on terminology, vocabulary, and strategies to develop oral language. The paraprofessional or school aide will continue the work with the classes during their lunch time recess and provide games for additional support outside of school environment. This program will increase the children's knowledge about how their bodies work and function. The content knowledge will be aligned to the social studies and science standards and common core standrads thus giving the children another opportunity to learn the materials as discussed during the regular school day. This will increase the students overall performance and achievement.

Healthy Me – Lower grade and Upper grade:

In past school year, we had been focusing on developing an understanding for healthy life styles. We have implemented the Department Of Education fitness grams as part of our school program. Besides working with the children Pre-Kindergarten through Grade 5 to develop a deeper understanding about incorporating components of nutrition and healthy eating, we have been focusing on how our body works with the muscles and fats. We chose to focus our work around a program called SPARKS. SPARKS was initiated as a counter to heart disease which began in childhood.

Certain aspects of this program:

- Demonstrate improved problem solving and movement creativity while using a variety of manipulatives in many situations.
- Receive opportunities to interact with new stimulus and situations, thus broadening their experiences

Part B: Direct Instruction Supplemental Program Information

Children will learn to:

- Strengthen listening skills
- Distinguish among various auditory cues
- Verbally describe movement experiences thus conceptualizing movement and developing language skills.
- Acquire school readiness skills that enhance program (e.g., numbers, shapes, colors, alphabet, patterning, and sequencing)
- Use applications for predicting, patterning, and sequencing that enhance and build upon school readiness skills
- Be aware of food and nutrition for healthy diets (e.g., games that incorporate animals or foods or reading literature that reinforces farm animals/ fruits/vegetables and their role in the food pyramid and healthy diets).

In addition we will chose certain sports to deepen the children’s understanding about how each sport requires different equipment and different skill set as well as an understanding for the rules and regulations. We also chose sports that the children can share with their families, i.e., like basketball which they can watch on television or like soccer and going to the fields to replicate movements. Such activities will teach the children about hard work, perseverance, adaptation, consistency, and focus which in turn will affect their academic lives. We hope to incorporate such activities during the last 20 minutes of the program.

Since most of the nutrition and fitness programs are in the upper grades we will create a session for our first grade children of the “Healthy ME” program. From our LAB/ NTSITELL (January assessment) data we are noticing an increase enrollment of ELLs on this grade. We will create a similar “healthy me” enrichment program that will align with the grade 1 science standards and the upper grade. There will be no more than 15 children with two teachers (common branches and ESL licensed). The program will meet twice a week for an hour. The group will consist of current ELLs (all levels of proficiency) and former ELL students who have passed out less within a year. Creating such a program so early in their years, we will be able to follow these children through the grades to gather data to show long term progress. This program will increase the children’s knowledge about how their bodies work and function. The content knowledge will be aligned to the social studies and science standards thus giving the children another opportunity to learn the materials as discussed during the regular school day. This will increase the students overall performance and achievement. We will use practices from the SPARKS fitness program.

This year we will continue our Grade 3, 4, & 5 Healthy Living Club. In additional as part of this extended day program, which is another opportunity to engage the ELL children in a non-fiction content study, specifically we are focusing on learning to develop their knowledge about nutrition and healthy living. This opportunity will allow the children to be exposed to specific language about good foods and bad foods. Also aligning to nutrition and healthy living, the children will engage in part of the time for the

Part B: Direct Instruction Supplemental Program Information

last 20 minutes in activities that focus on how foods break down to create energy to support the development of different muscles. The children will be learning about the human body and how it works through orally naming and labeling body parts and how different activities use different parts of the body and muscles. The teachers will also take the children on Saturday outings to include museums, parks, and track and field events for extended time (4-5 hours). We will use certain curriculum pieces and practices from the SPARKS fitness program.

For example, the club will meet to talk about individual sports such as running. They will learn terminology, skills and strategies to complete marathons- like events and activities. They can follow the major marathons from each city i.e., NYC Marathon and the Boston Marathon. Their map skills will be enhanced as they follow the marathon routes and identify and discover famous city landmarks. Also they will participate in the Road Runner's Kids Race. In addition the club children will engage in friendly competition and participate in the annual track and field events. The children will learn to track their times and organize their data to be able to interpret the data to make progress in terms of building stamina, working and training different muscle groups, and thinking about the foods they eat to supply the energy to get better at an activity. Such activities will teach the children about hard work, perseverance, adaptation, consistency, and focus which in turn will affect their academic lives.

The club will meet twice a week for an hour. They may also meet for at least two hours on Saturdays for an extra class. There will be no more than twenty fourth and/or fifth grade children for two teachers. The group will consist of current ELLs (all levels of proficiency) and former ELL students who have passed out less within a year. This program will increase the children's knowledge about how their bodies work and function. The content knowledge will be aligned to the social studies and science standards thus giving the children another opportunity to learn the materials as discussed during the regular school day. This will increase the students overall performance and achievement.

Family Literary Theater (Stories Come Alive at PS 1)

As part of pictorial documentation and the use of technology we will purchase one IPAD 3 tablets with the ability to record and film for each class that will be compatible to our computers in the classrooms. We will need supplies such as supplies including photo paper, ink cartridges, memory sticks and cards, blank CDROMS to burn pictures with storage containers, batteries for the camera and one IPAD 3 cases. The children will learn how to use the camera function on the IPAD 3 to download pictures, and create short documentaries of their experiences. Also the children will learn how to use the digital and flip cameras, download pictures, and create short documentaries of their experiences. They will create a power point presentation on CDROMS. We will also purchase student APPS for the IPAD2 to increase learning engagement of the children. We will set aside \$100 to purchase the APPS.

Studies around ELL learners state that they develop deeper understanding with visual supports such as computer programs, pictures, photographs, plays and films. We will once again have Family Literacy Theatre Night once a month. Two teachers and one ESL/Bilingual licensed will work with a group of ten to fifteen ELL students. The children will engage in another opportunity to develop an understanding for the storyline and to interact with the read alouds which are aligned to our balanced literacy program. The children will be exposed to the similarities and differences between films and live plays. The

Part B: Direct Instruction Supplemental Program Information

children will also be reviewing films from actual book titles. The films that we show on this night will relate to the children's interest and work in the classroom. They will be using Reader's Theatre materials.

There will be a consensus in which film will be shown and during what time of the school year. In addition the children will be visiting local movie and Broadway theatres to learn about how movie theatres decide which movie to show and what a Broadway theatre looks like. The children will also engage in advisement opportunities to encourage others to see the film. This opportunity will increase the children's oral language development and expose the children to American culture.

Such activities where children are practicing specific language in content areas will increase the children's self confidence and willingness to take risks, thus showing progress in their speaking and listening skills. This will increase the students overall performance and achievement. Our data shows a consistent increase of performance in the speaking and listening sections of the NYSESLAT exam.

Theatre night will be once a month from January through June. Children must attend with a parent. We will make an exception for our grade 5 children. We will give them the responsibility to attend with their classmates and siblings.

In addition, we will ask for the Parents Teachers Association and the Learning Leaders Volunteers to support this program. They created, supervised, and managed with the theatre's children run concession stand where the audience can purchase refreshments and provide our children with a review of the films to be viewed and possible suggestions. The funds raised were used to purchase discounted Broadway tickets for the children to share with one parent.

LEGO Robotics Team – Generalist teacher working with the ELL Coordinator

Finally, we have successfully established a LEGO Robotics Team for our upper 4, & 5 grade children. Each team will learn about team work, problem solving, and creating a mechanical structure to race around an obstacle course. They will be working with computer programs and laptops. They will increase their speaking and listening skills through the use of technology. Also they will incorporate their knowledge of certain mathematical concepts such as area and perimeter, arrays, and geometry. In addition this year we will purchase a smart board and ELMO for the team. These tools will further support and enhance the use of technology for the team and in our school. This will allow the children to practice their mathematical thinking and increase their progress. Certainly this will increase the students overall performance and achievement. The team may also meet on Saturdays.

The Title III ELL coordinator will work with the supervisor to organize and to facilitate the meetings with coaches and teachers. In addition she will be involved with the data gathering, planning agendas with staff developers and teachers, and clerical duties such as sign in sheets and attendance sheets of the classes. Also she will continuously identify the children who are entitled to program and ensure that mandates are being met. Her main responsibilities will be to organize and analyze the data from ECLAS 2, NYSESLAT and ARIS for the teachers and parents. This data will be readily available during the bimonthly planning sessions and for the Inquiry Team. There will be an administrator during these

Part B: Direct Instruction Supplemental Program Information

programs with a supervisory license.

The teachers who are engaged in the Title III extended day program will be given time to meet before, during and after the program to plan, gather materials, and analyze assessments. The teachers will meet with staff developers (including Silvana Ng, Assistant Principal (Bilingual certified) and Kaye Lawson, AUSSIE) two hours before the first session to plan and gather books and materials. Once the program is underway, these teachers will work with individual staff developers for three one-hour sessions to discuss strategies for meeting the individual needs of the ELL students and how to plan for their instruction. The staff development will be continuous and with a chunk of time to look at student writing.

Assessments – Measurable outcomes

The teams of teachers with Kaye Lawson the staff developer will organize the classes according to the levels identified by the NYSESLAT scores and the data from our Language Allocation Policy (LAP) reports. We will incorporate teaching strategies used within our balanced literacy program (i.e., read aloud, shared reading, and guided reading and writing) as well as aligning the curriculum maps to the Common Core Standards. The classroom teachers will organize the small classes which will reflect classroom work and assessments

For on-going assessments for the Title III activities we will have the children collect pieces of writing and journal reflection entries which they write after every session. We will continue to use our school wide three times a year guided reading charts and individual independent reading levels to monitor individual progress. We will use the ELL interim assessments to collect data and for instructional planning. In addition to the individual Title III activities there will be pictorial time lines to illustrate the children's learning process. Also word lists for word study will be included in their writing pieces. Teachers and students will increase use of new vocabulary words in their conversations during activities. More advance children will transfer the use of these words as they explain verbally about the activities. We will see transference of the oral language onto their written communication. In addition, another challenge for the parents, it will be for them to teach what they had learned to another person.

We will continue to reference and use assessments such as TC Assessment Pro, ELCAS 2, LAB-R, NYSESLAT, NYSTART, State ELA & Math, and the State science exams. This year will include performance tasks in ELA and Math. Teachers will also develop on-going formal assessments such as on-demand writing assignments and evaluating them against the rubrics as well as informal assessments such as observations and collecting and analyzing conferencing notes. For the end of the year final projects, we will collect the children's best writing pieces with pictorial documentations of the children's learning process to display for the community, "Images of Excellence" Fair.

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

Part C: Professional Development

- topics to be covered
- name of provider

Begin description here: Staff Development is very important to our learning community. Staff development for teachers includes a support group for new K-5 teachers; new teacher training in August; and the Teachers' College Reading and Writing Institutes with also has follow-up visits to participant's classrooms by staff developers including Kaye Lawson, from AUSSIE. Teachers will have the opportunity to work with staff developers from Teacher's College and attend Saturday reunions as well as calendar day workshops. Bilingual and ESL issues will also be addressed during faculty conferences, staff development days, and monthly grade meetings as documented in our agendas and monthly calendars.

Staff developers Kaye Lawson, AUSSIE, our teacher's College staff developers, and Silvana Ng, the Assistant Principal (Bilingual licensed) will be working with teachers in groups and individually to model best literacy practices. Having Kaye for extra time for the Title III program will bridge the work from the school day and after school programs. It will be ongoing and in a continuous fashion instead of one shot workshops. Maryann Cuchiara and Fay Pallen our network ELL specialists will work with Amy Carpenter our 3rd grade teacher to collaborate with the staff, in conducting monthly professional study groups around ELL issues with the teachers involved with the Title III programs. The groups are made up of classroom teachers and cluster teachers from every grade including our science teachers, physical education teachers, and reading recovery teachers. They will continue to discuss issues teachers are struggling with in classrooms including effective speaking and listening opportunities and strategies for our ELL learners. From data gathered, we will place great efforts to work with the grade 3, 4, & 5 students. We will use this target group on for our school Inquiry Team project. We will continue to identify effective teaching strategies.

Our F Status Science Coach, Jack Ruolo, will work with new teachers and mentor teachers on each grade to address issues dealing with developing an understanding of math content knowledge and ESL strategies. In addition in September before the children return to school, the LAP team will meet with the staff to discuss strategies to assist all limited English proficient children, including immigrant and youth, to achieve at high levels in the core academic subjects that those children can meet the same challenging State academic standards as all children are expected to meet, consistent with section 1111(b) (1). We will also provide data and scores to the staff in terms of the ELL interim assessments and the NYSESLAT exams. Again we will address and clarify terminology in terms of the assessments. In addition for our first year we will be using the TC Pro Assessment on line to track the children's academic progress in these programs.

This year we will have Jack Ruolo (Science Staff Developer) and Seung Lee (upper grade science specialist) conduct small group instruction for intermediate and advance ELLs. They will be using computers to support their lessons. They will give the group extra instruction around a science topic and further breakdown the lessons for the children in terms of vocabulary and language skills.

Part C: Professional Development

The teachers who are engaged in the Title III extended day program will be given time to meet before, during and after the program to plan, gather materials, and analyze assessments. The teachers will meet with staff developers (including Silvana Ng and Kaye Lawson, AUSSIE) two hours before the first session to plan and gather books and materials. Once the program is underway, these teachers will work with individual staff developers for five one-hour sessions to discuss strategies for meeting the individual needs of the ELL students and how to plan for their instruction.

The Title III ELL Coordinator will work with the supervisor to organize and to facilitate the meetings with coaches and teachers. In addition she will be in charge of some clerical duties involving data, agendas, sign in sheets, attendance sheets of the classes and follow up with teachers and curriculum work. Also she will continuously identify children who are entitled to program and ensure that mandates are being met. She will organize the data from ECLAS 2, NYSESLAT and ARIS for the teachers and parents. This data will be readily available during the bimonthly planning sessions and for the Inquiry Team.

Staff developers (Maryann Cuchiara and Kaye Lawson) work with teachers on:

- Understanding the language development of ELL students to inform instruction
- Differentiating and adapting instruction to meet the needs of ELL students
- Observation and case study research of a small group of ELL students
- Analyzing and interpreting data on ELLs to plan for meaningful instruction and intervention
- Reading professional literature to inform ELL instruction

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: Parents of English Language Learners are provided with an orientation on State Standards assessments, school expectations and general program requirements early in the school year at PTA meetings and also grade specific parent orientation meetings. We will be working with the community coordinator, parent coordinator, literacy coaches and math coach to design and to implement series workshops to assist the parents of English Language Learners in understanding the school curriculum, particularly balanced literacy and TERC Investigations.

For the 2014-2015 school year, grade parent orientations are scheduled for the first two weeks in September. All families of ELL students are invited to view "The Parent Connection," the orientation video for parents of newly enrolled English language learners; to discuss their concerns; and to ask

Part D: Parental Engagement Activities

questions about available programs. As with all events for families at PS 1, translators will be available to facilitate discussion. We will continue our Saturday Workshops for parents with APEX volunteers from February - June for two hours. We will speak to the parents about subject topics to meet their needs, i.e., focus on obtaining citizenship. To address the different dialects we will ask the parents to return commitment slips and to indicate on the slips their language preferences. From past experiences, the parents speak Mandarin, Cantonese, Toinese, and Fukinese. We group the parents with a translator. Translators can be the parent coordinator, community coordinator, family workers, paras or teachers. Also from our School Surveys 73% of the parents continues to want paper memos sent home with their child as the best way to get information to them. We are very aware of our parents needs and memo and announcements are in writing as well as we make daily oral reminders during morning line up.

ELL Parent Classes – Every Fall and Spring of school year

We will continue to work with the We Are New York Project from the NYC Mayor’s Office of Immigrant Affairs to organize a Chinese Conversational group once a week to service one class of 25 adult participants for 10 weeks including orientation. The WANY project is a program that believes that New Yorkers, working together could provide immigrants with an opportunity to practice English and learn about City services while providing opportunities to develop leaders. Prior to the formation of each class, an assessment and interviewing process determine each participant’s language abilities in reading, writing, speaking, and listening. These assessments determine which course best fits the needs of each participant. Supplies purchased for each participant include student workbooks and conversational books with tapes. For the end-of-year celebration, English-Chinese dictionaries or Spanish-English dictionaries are purchased for each participant as supplied by the Mayor’s office.

With the remainder of the funds we will be purchasing multiple copies of leveled books to create an ELL library for the parents and children to use in class and at home. The books will be content related such as science books about the human body and nutrition, how muscles work and how sport activities help build muscles, film making and plays to use for theatre nights, and instructional books to create things and follow as recipes. We will be in contact with the representative from Benchmark Education to select non fiction books on specific topics related to social studies and science. These books will be aligned to the NYS social studies and science standards. These materials will support the children’s learning and increase the students overall performance and achievement.

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 	\$13,802.00	275 hours of per session for ESL and General Ed teacher to support ELL Students: 275 hours x \$50.19 (current teacher per session rate with fringe = \$13,802.00)

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	Consumables material: writing tools (folders, markers and pens), paints, chart tablets, art materials, CD players, CD label maker, CD holder, External hard drive, fadeless rolls of bulletin board paper, and markers, pen, printer ink cartridges (black and color), Xerox paper, 1- IPAD 3 with cases& accessories (wiring to connect to laptops, smartboards, and desktops), credit for purchasing APPS for IPADS, leveled content focused books (nonfiction), and book bins
Educational Software (Object Code 199)	\$1,000	Imagine Learning program, interactive white board and ebook packs for ELL Students technology use.
Travel	_____	_____
Other	_____	_____
TOTAL	\$22,916.00	_____