

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

02M124

School Name:

P.S. 124 YUNG WING

Principal:

ALICE HOM

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Yung Wing Elementary PS 124 School Number (DBN): 02M124
PK - 5
Grades Served: _____
School Address: 40 Division Street NY, NY 10002
Phone Number: 212-966-7237 Fax: 212-219-3069
School Contact Person: Alice Hom Email Address: Ahom2@schools.nyc.gov
Principal: Alice Hom
John Volpe
UFT Chapter Leader: _____
Sui Ling Tsang/Regine Li
Parents' Association President: _____
Amy Yeung
SLT Chairperson: _____
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Lilly Shyu
Student Representative(s): N/A
N/A

District Information

District: 02 Superintendent: Bonnie Laboy
333 Seventh Avenue Room 713 NY, NY 10001
Superintendent's Office Address: _____
blaboy@schools.nyc.gov
Superintendent's Email Address: _____
Phone Number: 212-356-3739 Fax: 212-356-7514

Borough Field Support Center (BFSC)

BFSC: Manhattan D. 2 Director: Yuet M. Chu
333 Seventh Ave. NY, NY 10001
Director's Office Address: _____
ychu@schools.nyc.gov
Director's Email Address: _____

Phone Number: 917-705-5856

Fax: 917-339-1765

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Alice Hom	*Principal or Designee	
John Volpe	*UFT Chapter Leader or Designee	
Susan Chuang	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative (staff), if applicable	
Lilly Shyu	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Melissa Wong	Member/ Teacher	
Nancy Aglialoro	Member/ Teacher	
Ryan Aretz	Member/ Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Ryan Olsen	Member/ Teacher	
Brooke Kalick	Member/ Teacher	
Amy Yeung	Member/ Parent	
Helen Lai	Member/ Parent	
Delphia Lee	Member/ Parent	
Mei S. Chan	Member/ Parent	
Danhua Jiang	Member/ Parent	
	Member/	
	Member/	

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

The Yung Wing Elementary School, located in the heart of New York City's Chinatown, is dedicated to achieving high standards of academic excellence for all of our students. As a school with a large immigrant population, we are committed to providing a rigorous education program that meets the individual needs of all students including English Language Learners, Talented and Gifted and Special Education students.

P.S. 124 supports a constructivist approach to learning and implements a literature-based balanced reading program, a hands-on problem solving approach to learning mathematics, and an inquiry-based model for studying science and social studies. Real world problems are used to challenge students to be critical, analytical and independent thinkers as well as to make their learning real, meaningful and purposeful. Cooperative grouping, peer tutoring and individual/group projects are some of the environments in which students learn.

Students, faculty and administrators trust in the value of hard work and maintain high expectations because they see themselves as lifelong learners. Teachers continually work at improving and enhancing pedagogical practices and they are deeply involved in their own learning. They teach programs that are an outgrowth of their staff development and their own collaborative process across grades as well as intra-grade. Our Vertical Team has been focusing on developing a school-wide Rubric for Non-Fiction writing. In our second year of the Response To Intervention (RTI) Initiative, our school is using DIBELS as our school-wide progress monitoring tool to identify our lowest students in order to then provide targeted small group instruction and interventions for reading. Additionally, a team of teachers with an administrator are engaged in the Teacher Leadership Program (TLP) to build their leadership and facilitator skills

Parents are an important part of our school community. They are actively engaged in many facets of the teaching and learning process at P.S. 124. We value their support as volunteers in our school library as well as fund-raising efforts to benefit all children in our school. Community partnerships are essential to support and sustain school initiatives. P.S. 124 has fostered relationships with various community based organizations, arts programs, cultural institutions, businesses and higher education institutions that have provided the students with many wonderful enriching experiences. Such collaborations include Studio In a School, National Dance Institute, CookShop, New York Historical Society, and Asian Professional Extension (APEX).

The mission of P.S. 124 is to enable students to achieve their fullest potential as productive, caring and informed individuals by providing them with a comprehensive, stimulating and well rounded education suited to their unique needs and abilities. To achieve this, we provide a range of programs that address not only the intellectual, but also the physical, emotional and social needs of all our students.

02M124 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	863	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	60.8%	% Attendance Rate		97.8%
% Free Lunch	47.7%	% Reduced Lunch		2.2%
% Limited English Proficient	32.3%	% Students with Disabilities		10.6%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.1%	% Black or African American		0.8%
% Hispanic or Latino	3.3%	% Asian or Native Hawaiian/Pacific Islander		93.8%
% White	1.5%	% Multi-Racial		0.5%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	11.34	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		4.91
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	61.0%	Mathematics Performance at levels 3 & 4		79.0%
Science Performance at levels 3 & 4 (4th Grade)	96.6%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward	X	Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		YES
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

QR 1.1 The school implements rigorous curricula aligned to the Common Core Learning Standards (CCLS) and enable all students, particularly the large English language learner (ELL) population, to interact and grow intellectually with rich material in various ways that lead to their cognitive engagement. (WD)

QR 1.2 The school’s instructional goals focus on oral language development, academic vocabulary and improving CC aligned writing skills. In most classrooms, teachers pay careful attention to language they are using and the way they are using it, providing many scaffolds and opportunities for students to practice their speaking skills. Students are encouraged to solve their own problems, take risks in their oral presentations, or turn and talk to partners about observations they were making. (P)

QR 2.2 The quality and use of different forms of assessment varies across the school. Students would benefit from practices such as self-assessment, student reflection, and constructive feedback from teachers. Rubrics developed by the teachers should contain language that is user friendly for students and parents. Teachers across the school need a clearer understanding of the purpose of rubrics and/or their use to support individual student learning. (D)

Analysis of the sections on the NYSESLAT assessments indicate many ENLs struggle with the Speaking component. Opportunities to increase English language production occur mainly during school hours. Diverse instructional activities and learning experiences need to be planned to build oral language skills. Students need vocabulary development to improve their reading comprehension skills, writing process and oral presentation skills.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 35% of ENLs at the Expanding level in grades 1-5 will become Commanding in proficiency as measured by the 2016 NYSESLAT given in May 2016.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>ENL consultant from Literacy Supports will provide cycles of professional development with select grades as part of Kellogg's Grant. Each grade will determine a Teachers College Reading or Writing unit of study to focus learning strategies that will support their students' oral language development and/or vocabulary development to improve reading comprehension and writing skills.</p>	<p>ELLs in grades K-5</p>	<p>Oct. 2015 - Mar. 2016</p>	<p>Administrators ENL teachers Classroom teachers</p>
<p>Professional development on ENL Policy and CR Part 154 for teachers to understand shifts in supporting ELLs to help them meeting learning expectations aligned with CCLS.</p> <p>ENL teachers will expand their participation in grade level teacher teams to provide colleagues with support on best practices in ENL instruction. The support includes providing professional texts, strategies for explicit language instruction (i.e. deconstructing complex sentences), and systematic instruction of academic talk in the classroom.</p>	<p>Classroom teachers K - Gr. 5</p>	<p>Sept. 2015 - June 2016</p>	<p>Administrators ENL teachers as facilitators</p>
<p>Increase the frequency of ENL push-in/co-teaching model across the school. This will effectively support both student academic instruction as well as enhance teacher pedagogy.</p>	<p>Classroom teachers Gr. K-5</p>	<p>Sept. 2015 - June 2016</p>	<p>ENL teachers Administrators</p>
<p>Workshops on NYSESLAT components, NYS ELA, Math and Science assessments. Classroom publishing parties, project-based presentations and hands-on literacy, math or science interactive activities that help parents experience the learning & thinking that their children are engaged in.</p>	<p>Parents</p>	<p>Oct. 2015 - June 2016</p>	<p>Administrators Teachers</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> • Two common grade preparation periods have been scheduled for each grade level team to collaborate and plan together. • Monday Professional Development 80 minute block will be used by grade teams for analysis of student data, creating assessments and/or rubrics aligning units of studies to CCLS, collaborating with ESL, Special Education or

cluster teachers to enhance interdisciplinary instruction and participating in short cycles of PD activities on topics of interest and need (i.e., Integrating Technology in the Classroom, Effective ENL strategies, Positive Behavior Instructional Strategies).

- ENL consultants through the Kellogg/ESL grants will provide teacher training, support and facilitation of demonstration classrooms to strengthen teaching and learning practices.
- Fiction and non-fiction texts, training materials, professional books and supplies will be provided by administrators using school budget and grants (Kellogg/TLP)

Per diem and per session funds will be used for team planning activities and attendance at workshops/trainings that will help teachers impact student achievement.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Mid-point benchmark - TC Running records - Feb. 2016

DIBELs benchmark periods: Oct. 15, 2015, Feb. 12, 2016 and June 10, 2016

Staff and parent surveys after professional development and workshops

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

QR 2.2 Findings from the 2014-2015 Quality Review indicated that the quality and use of different forms of assessment varies across the school. Students would benefit from practices such as self-assessment, student reflection, and constructive feedback from teachers. Rubrics developed by the teachers should contain language that is user friendly for students and parents. Teachers across the school need a clearer understanding of the purpose of rubrics and/or their use to support individual student learning. (D)

QR 4.2 Findings from the 2014-2015 Quality Review indicated that while teacher teams have been in place for many years, authentic teacher collaboration has been slow in development. A major shift acknowledged in the Quality Review was the growth of a strong vertical team. Through the vertical team and the roles teachers play on their grade level teams, distributed leadership and teacher voice in key decision-making have taken hold in the school. (P)

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, of the 53 full-time teaching staff members, at least 40% of teachers will be involved in leadership roles by planning and facilitating teacher team meetings, workshops, professional development activities, and/or lab-sites to improve teaching and learning practices aligned with CCLS.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
2015-2016 Teacher Leadership Program: Team of teachers and administrator will attend 11 after school sessions to learn effective facilitation strategies. These teachers will be responsible for facilitating weekly teacher team meetings throughout the school year. This will effectively impact 4-5 grade level teams at the school.	4 grade level teacher teams	Sept. 2015- June 2016	4 Teachers Assistant Principal
Response to Intervention/American Institute of Research (RTI/AIR) Grant: Advisor from AIR will support the leadership team in coordinating infrastructure, school-wide and grade-wide staff meetings, and staff training.	School-wide staff	Sept. 2015- June 2016	6 Teachers Administrators
Metamorphosis Math professional development with consultant: Cycles of K-5 grade level professional development provided. Consultant will target work with identified math grade leaders.	Grade Teams	Sept. 2015 - June 2016	Administrators
Vertical Team: Team will be responsible for developing cross grade reading/writing rubrics. The developed rubrics will support teachers in meeting the needs addressed in Quality Review Indicator 2.2.	Grade Teams	Sept.2015– June 2016	8 Teachers Administrators

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • Vertical team members and RTI team members are scheduled for weekly meetings with the UFT Circular-6 periods. • Teachers attending RTI/AIR meetings will have per diem substitutes or co-teachers cover their classes • Per Diem substitutes will cover classroom teachers as they meet for professional development with either Math consultant or ESL consultant (Title I SWP and Kellogg grant, respectively). • Teachers attending TLP meetings each month will get per session stipends from program. 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

RTI - DIBELS benchmark periods: Oct. 19, 2015, Feb. 12, 2016, June 10, 2016

Every teacher participating in TLP will submit by June a portfolio/reflection of her leadership practices for the school year 2015-16. Mon. PD meetings, Vertical team meetings and RTI team meetings will be facilitated by teacher leaders and logs/agendas will be uploaded onto Google Drive.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

QR 3.4 School’s focus on ‘growth mindset’ has positively impacted teachers, students and parents. Workshops, monthly parent newsletters (from PTA and classroom teachers) and periodic communication with school staff keep parents informed about what is happening with their children as well as the wider school community.

Areas of strength include the following:

- Helping ENLs achieve academic benchmarks & proficiency;
- Workshops conducted throughout the school year to educate parents/guardians of ENLs on ways to help and further support them at home;
- Extended day (by PS 124 teachers) and Saturday APEX tutoring sessions help students prepare for NYS ELA and Math tests;
- A body of parents who are very involved and engaged in student activities to support the goals of the school;
- Translation of major announcements and most documents in Chinese to increase parental and community involvement;
- Recruitment of translators for school events such as parent-teacher conferences, workshops, literacy fair, etc.
- Celebrations such as Lunar New Year, class publishing parties and arts events that allow parents to observe, actively participate in and appreciate the talents and skills of their children.

Priority Needs include the following:

- Informing parents of different ways parent engagement time on Tuesdays can be utilized in communicating with teachers as well as encouraging them to actively attend to participate when workshops are offered;
- Engaging and involving non-primary caretakers (i.e., grandparents, aunts) with ways to help students at home. There is a gap between school requirements/curriculum and ability of non-primary caretakers to provide help, possibly due to language barriers, computer access and/or lack of time;
- Early identification and intervention for mental health resources to support students who are at risk;
- Encouraging staff to consider opportunities and different ways to engage more parents and caretakers as volunteers in the classrooms while observing and learning ways to work on academics with their child(ren).

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 70% of the our student population will have a family member participate in a school event function with them at least once as evidenced by sign-in sheets and feedback forms.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Research-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).
- Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.

Target Group(s)
Who will be targeted?

Timeline
What is the start and end date?

Key Personnel
Who is responsible for implementing and overseeing the activity/strategy?

Parents/guardians will be better informed about the purpose and use of parent engagement time through:

- Sept. Parent Orientation
- PTA meetings
- Parent handbook
- Active involvement in workshops

Parents, guardians

Sept. 2015-May 2016

Parent Coordinator
Administrators
Teachers
SLT members

Survey parents/guardians and collect data on primary language needs (for communication), internet accessibility (at home), and topics they need support in. With this information, workshops can be planned by school personnel or community resources to inform and address their needs and concerns.

Parents, guardians

Sept. 2015-June 2016

PTA
Parent Coordinator
Administrators

Parent Resource Center (going green, supporting families in doing so)

Through PTA meetings and open access time, parents will be informed of and learn how to use the school’s website as well as other on-line resources to support their children in academic learning and their family for other purposes.

Parents, guardians

Oct. 2015-June 2016

PTA
Parent Coordinator
Administrators

Invite parents/guardians to participate in classroom events and activities (i.e. AM Reading Buddies, Mystery Guest, Career speaker) in order for them to observe ways to support their child(ren) and actively engage with them in the learning process.	Parents, guardians	Oct. 2015- June 2016	Teachers Administrators Parent Coordinator
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- PTA meetings to disseminate information and recruit/invite parents to engage in class events/activities.
- Parent coordinator, bilingual (Chinese) staff members as translators during workshops and meetings with parents.
- School website to inform and provide resources to parents/guardians.
- Per diem and per session funds for staff to assist as translators during workshops/meetings.
- Community organizations/resources will be accessed and offered to parents so that they can engage more in supporting their child(ren)'s academic, social and emotional needs.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded	X	In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

School Learning survey - March 2016

Mid-point benchmark: SLT School Parent survey - February 2016

Parent comments and feedback from workshops, attending class and/or school wide events

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	DIBELS, Level 1 on NYS ELA Exam	Foundations, WILSON, LLI, Great Leaps, WTW, Repeated readings, interactive writing, timed readings, interactive spelling, peer tutoring	Small group, push-in, peer support	During school day (ranges from 1x - 5x/week, 20 or 45 minute sessions) Afterschool Weekend academy
Mathematics	Level 1 on NYS Math Exam	Math games, Do the Math modules (targeting specific math strands)	Small group, individual tutoring	During school day (ranges 2-3x/week, 30 minute sessions)
Science	Assessments by Science teachers	Lunchtime clubs Extended school day tutoring sessions	Small group	During school day at lunchtimes Afterschool
Social Studies	Assessments by classroom teachers	Guided reading groups	Small group Peer support	In class during school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher request with supporting evidence of minimal student progress or incidences of behavior or social problems Guidance counselor interactions with identified students Parent requests (based on	1. Lively Letters Phonological awareness, analyze sentences & formulate different types of sentences, articulation - provided by speech personnel. 2. Art therapy - provided by art therapist from NYU and interns	1. Small group 2. Small group 3. Small group 4. Small group	1. During school day, 30 minutes sessions 2. During school day, 30 minutes sessions 3. During school day, 30 minute sessions 4. After school - 45 minutes /day/week

	extenuating circumstances)	3 Lunch bunch & play therapy provided by guidance counselor. 4. Drama & Art after-school programs provided by consultants from Columbia Cares		
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Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

Part 2: All Title I Schools

2a. 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.
<p>Administrators hire teachers with input from staff (if potential candidates were student teachers). Interviews and demonstration lessons by prospective candidates ensure that teachers with sound educational philosophy and pedagogical expertise will be hired. Those teachers already on staff will engage in on-going professional development in literacy, math, science, social studies and ESL. Additionally, teachers will continue working with consultants in planning curriculum & enhancing their content knowledge; observe model lessons; collaborate with each other and Assistant Principals (former math coaches) in refining the Curriculum Frameworks and Pacing Calendar on each grade and aligning them with Common Core State Standards; attend workshops; participate in study groups and/or book clubs; and seek advanced degrees in education.</p> <p>We will continue to provide quality professional development through grade-wide planning days; revising and refining our curriculum pacing calendar which is aligned with NYS standards; lesson studies in mathematics; attending occasional workshops at Teachers College (for reading and writing and math Common Core Standards); inter-/intra school visits (Goldmansour, ICT, ESL); attending science workshops offered by local institutions; participating in workshops offered by our "arts" collaborators (Studio In A School, National Dance Institute, New York Historical Society); and discussing strategies and curriculum planning in study groups (ESL team, ICT team). With current staff, we strongly encourage and have them apply for professional development with Office of English Language Learners (OELL), Special Education Behavior Management workshops, Goldmansour & Rutherford – ICT/Special Education Reform training, and Metamorphosis – Mathematics in order to ensure that they are enhancing their own teaching and learning skills.</p> <p>Our school has developed relationships with Fordham University, NYU, Pace University, Teachers College and Hunter College which have sent us a number of student teachers. We include student teachers in all educational activities and staff development, where possible, with the goal of recruiting highly qualified teachers who have training and philosophy aligned with our school community. Because we are a school which has developed a reputation of excellence, our most effective strategy is to continue to do the work that has enabled us to be classified as one of 209 high achieving schools in the city.</p>

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
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- Principals & Assistant Principals will attend administrators’ meetings offered by the Superintendent and the Instructional Support staff at the Manhattan Borough Center.
- Teachers will attend series of workshops/meetings such as the following:
 1. AIR /RTI
 2. PD for Teachers on Co-teaching strategies with Goldmansour & Rutherford
 3. PD for Teachers of ENLs with Consultant from Literacy Support
 4. Math and CCLS PD with Consultants from Metamorphosis
 5. TLP to learn about facilitation strategies that will then be implemented during teacher team meetings
 6. Workshops offered by OELL for ENL teachers
 7. PD for paraprofessionals offered by UFT or the Manhattan Borough Center

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

Pre-kindergarten teachers attend meetings with kindergarten teachers on curriculum and policy matters. They will provide narratives to parents at the end of the year with assessment information on reading, writing and mathematics areas. Copies will be placed in students’ cumulative records for kindergarten teachers to review. Pacing

calendars are available to share among the teachers. PK teachers will inform Kindergarten teachers of intervention services that are provided to students with an Individualized Education Plan (IEP).

4b. 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.

Response To Intervention (RTI) Leadership team reviewed various Universal Screeners and Progress Monitoring tools to select DIBELS. This assessment review was facilitated by AIR advisor.

The MOSL Committee invited teachers on each grade to make decisions regarding the local measures for their Advance rating.

Members of the Teacher Leadership Program, the RTI Leadership Team, as well as the Vertical Team will support grade level colleagues in making meaning of assessment results to improve instruction throughout the year in Teacher Teams.

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, a Schoolwide Program school must identify in its Schoolwide plan (CEP) 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. (Refer to Galaxy for FY '16 school allocation amounts)	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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	356,103.00	X	5A, 5C, 5E
Title II, Part A	Federal	34,160.00	X	5A, 5C
Title III, Part A	Federal	32,312.00	X	5A, 5C
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,978,193.00	X	5A, 5C, 5E

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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school’s policy.

Your school’s Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

Yung Wing Elementary PS 124 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 the school. **Yung Wing Elementary PS 124**, 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 the school and the families. The 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 the school community. **Yung Wing Elementary PS 124** 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- 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

Yung Wing Elementary PS 124’s School-Parent Compact (SPC)

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

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.

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>60</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>5</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>3</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

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

PS 124 will target approximately 60 ELLs from grades 2, 3, 4 and 5 who score at Beginner/Intermediate levels based on either the LAB-R or NYSESLAT. Five small groups will meet after school for 1.25 hrs./wk for 12 weeks between Jan. and May 2015 to receive direct instruction from a team of ESL and general education teachers to prepare them for the NYS ELA, Math and NYSESLAT assessments.

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

* Additional technology access time before or after school will be available for ELLs using Imagine Learning, a software program for ELLs. Other software programs, i.e., BookFlix and TrueFlix, will be purchased to provide more enriching reading materials and activities to increase the students literacy skills. Increased individualized session times will help them increase their language development and content knowledge for science and social studies.

* Supplemental instructional materials, including non-fiction books, videos/CDs will be provided. 1 field trip will be organized to a science center that will align with the children's science curriculum. 1 field trip will be planned to see a theatre production to expose and increase their literacy and arts experiences. Students will create PowerPoint presentations documenting information they've learned through hands-on experiences and internet research.

Part C: Professional Development

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

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

Part C: Professional Development

Begin description here: A team consisting of a classroom teacher, ESL teacher and principal will attend the Network's ESL Action Research meetings (3 scheduled) to focus on developing a unit of study that is aligned with the CCLS and builds on supporting the development of language for ELLs. PS 124 will form an ESL team consisting of the Principal, Literacy Coach, 4 ESL teachers, 4 general education teachers and 2 cluster teachers who have ELLs in their classes. They will meet once a month from December through June 2013 (1 - 1.5 hrs/session) to focus on ESL strategies and curriculum planning for Beginner/Intermediate ELLs. They will discuss and apply the researched based ESL strategies to plan content units of study for ELLs aligned with grade level standards. Push in ESL and classroom teachers will be responsible for implementing content lessons with an emphasis on language development and writing. All teachers participating will be paid at the per session rate.

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

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

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

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

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

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

Part D: Parental Engagement Activities

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

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

Begin description here: ESL and general education teachers will provide hands-on workshops for parents in reading, writing, and math to be scheduled from January - May, 2015. They will be structured by grade bands (K-1, 2-3, 4-5) in order to demonstrate specific information and materials implemented by students. Informational workshops will also be provided to give parents an overview of the NYS ELA, Math, Science and NYSESLAT Assessments and tips on how they can support their children at home. Parents who attend field trips will learn how to build language (oral and written) with their children by creating interactive and collaborative technology projects.

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	=====	=====

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 2	Borough Manhattan	School Number 124
School Name Yung Wing Elementary		

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal Alice Hom	Assistant Principal Melissa Helman
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Elizabeth Wong/3rd Gr. ENL	School Counselor Lillian Moy
Teacher/Subject Area Laura Lai/1st Gr.	Parent Sui Ling Tsang
Teacher/Subject Area Judy Ng/1st Gr. ENL	Parent Coordinator Christina Pun
Related-Service Provider Winnie Chan	Borough Field Support Center Staff Member Yuet Chu
Superintendent Bonnie Laboy	Other (Name and Title) Donna Chin/2nd Gr. ENL

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	7	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area/common branch and TESOL certification	3
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	2	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	739	Total number of ELLs	309	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) 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
	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): #INGEST ERROR!
Dual language program (DL)	Yes <input type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input type="checkbox"/>	No <input type="checkbox"/>	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language											309	222	35	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	0	Newcomers (ELLs receiving service 0-3 years)	16	ELL Students with Disabilities	0
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	0	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	222	0	0
ENL	16	0	8	0	0	0	238	222	0	0
Total	0	0	0	0	0	0	0	0	0	0

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	SELEC T ONE Alban ianAr abicB engal iChine seFre nchHa itianK orean Polish Punja biRuss ianSp anish Urdu Yiddis h		0
SELECT ONE —											0	SELEC T ONE Alban ianAr abicB engal iChine seFre nchHa itianK orean Polish Punja biRuss ianSp anish Urdu Yiddis h		0
SELECT ONE —											0	0	0	0
TOTAL	0	0	0											

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP	ELL	EP														
SELECT ONE —															0	0	SELEC T ON EAlb ania nAr abic	0	0	0

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL		
	ELL	EP	ELL	EP																	
																		Bengali Chinese French Haitian Korean Polish Punjabi Russian Spanish Urdu Yiddish			
SELECT ONE —																0	0			0	0
SELECT ONE —																0	0	0	0	0	0
TOTAL	0	0	0	0																	

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
SELECT ONE —						0	0			0	0
SELECT ONE —						0	0			0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____						0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

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

Number of students who speak three or more languages: _____

Freestanding English as a New 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											0	62	56	0
Chinese	33	32	15								238			0
Russian											0			0
Bengali											0			0
Urdu											0			0
Arabic											0			0
Haitian											0			0
French											0			0
Korean											0			0
Punjabi											0			0
Polish											0			0
Albanian											0			0
Other											0	62	56	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	0	2	0								12	15	2	0
Emerging (Low Intermediate)	2	1	0								20	37	5	0

OVERALL NYSESAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Transitioning (High Intermediate)	1	0	1								46	57	33	0
Expanding (Advanced)	29	12	8								169	14	10	0
Commanding (Proficient)	20	7	12								83	132	50	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total											13	0	12	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	27	20	24								94	19	52	0

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	15	143	10	39	0
4	41	134	10	47	0
5	37	138			0
6		0			0
7		0			0
8		0			0
NYSAA		0	5	0	0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	0	42	0	76	0	144	6	0	0
4	1	51	1	55	1	136	8	0	0
5	0	57	0	55	0	138			0
6						0			0
7						0			0
8						0			0
NYSAA						0	0	0	0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	0	23	2	110	1	136			0
8						0			0
NYSAA Bilingual (SWD)						0			0

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

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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						PS 124 uses TCRWP running records, DIBELS, on demand writing pieces and	From the NYSITELL /NYSESL AT results, many of our students in Kindergarten are	Our school uses information from the Annual Measurable Achievement Objectives

						<p>teacher created assessments to assess the early literacy skills of our ELLs. The data reveals that while many of our ELLs are able to decode fluently, they lack proficiency in comprehension, inferencing and vocabulary development. Students in their writing need improvement in grammar structure and organization. During the regular day program, ELLs are given small group instruction focusing on literacy skills. Our school's instructional plan will be to implement with fidelity Foundations</p>	<p>in the Transitioning level of proficiency. The data patterns from the NYSESLE T reveal that the majority of our students have moved to the Expanding Level in grades 1 - 5. The main areas where our students appear to lack progress in are the speaking and writing modalities.</p>	<p>to identify specific areas where the ELLs score the lowest. The area where students struggle with is in critical analysis which our classroom teachers and ESL teachers then incorporate more direct instruction in when working with the ELLs.</p>
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						<p>across grades K-2. Additionally, our ESL providers work with classroom teachers providing small group and guided reading instruction. The Imagination Learning software will be used by ELLs in the multimedia lab to increase their reading comprehension and reading development.</p>		
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After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 - a. Our 3-5 grade ELLs do perform well in their native language (Math & Science exams).
 - b. Our school does not use ELL Periodic Assessments. All of our ELLs are assessed with TCRWP assessments and in the upcoming school year with DIBELS. As this is our pilot year in implementing DIBELS as a progress monitoring tool, we have set benchmark periods (Oct. 2015, Feb. 2016 & May 2016) to assess the progress of our ELLs.
 - c. See response b above. Home language is used primarily to communicate progress of students with families. Home language is not used for instruction. In some instances for Entering students, home language may be used as a support if the classroom teacher and/or ESL teacher speak the child's native language.

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

Based on initial results of DIBELS, TCRWP running records and teacher recommendations, ELL students are identified for RTI. Our school uses the data to form small groups in the classroom for guided reading instruction provided by classroom teacher, ESL teacher and/or special education teacher (in ICT classroom). Additionally, some students are pulled out for RTI Tier 3 services. Students also attend Extended School Time programs for targeted small group instruction. The classroom teachers and ESL Support team plan instructional lessons based on students' levels and needs. At-risk intervention is provided by various service providers and assessments are then given after a period of intervention (6-8 weeks) to determine if the child's lack of progress is due to language or a learning disability. ESL teachers also provide professional development and/or consult with general education teachers on specific strategies

and resources to implement with their ELLs.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Based on where the students are starting from, teachers use different strategies, resources and reading materials to provide access to learning. With some of our beginners, ESL teachers use the children's native language to acclimate them and help them use what they know in their home language with learning English as their second language.

4. For each program, answer the following:
- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

NA

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

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

6. How do you make sure that a student's new language development is considered in instructional decisions?
- At the point of registration, parents are interviewed by certified ESL/bilingual teachers (J. Ng, SS Lau, T. Lai, E. Wong, D. Chin) in order to complete the Home Language Survey. The ESL teacher determines if the child needs to have the NYSITELL administered based on responses from the HLS and an informal interview (4 questions) with the child. Once the NYSITELL is administered (within 10 days of registration date), the principal is informed about the number of entitled students from each grade level. Parents of students who qualify for ESL services are then invited in for a meeting to view the DVD on programs their children are entitled to and are offered help to complete the Parent Choice form.

7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?

At this time, our school does not have SIFEs. However, if any do enter our school, the ESL teacher in consultation with the classroom teacher and an administrator will review assessments and student work and interview the parent on the child's educational background to determine whether the child is to be identified as SIFE. If there are any questions/concerns, the District's ELL Specialist is consulted.

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
- An assistant principal, an ESL teacher, the classroom teacher, a Special Education provider will form the Language Proficiency Team to review: (1) evidence on whether students with IEPs should or should not take the NYSITELL based on the student interview to consider his/her English language development; (2) results of assessments administered in the student's home language; and (3) analysis of the IEP. Their recommendation will be provided to the Principal who will determine whether or not the student should take the NYSITELL.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.
- The Program Selection form is distributed to parents and collected at the end of the orientation provided by the Parent coordinator and an ESL teacher. The principal reviews the Program Selection Forms and identifies the program(s) requested by parents. Data is also entered into the ELPC system. Parents who do not return the Program Selection Form or who fail to attend the parent orientation session are re-scheduled for a repeat session within a week. Parents who fail to come in for the repeat orientation are called by the

parent coordinator. At this point, the parent coordinator then makes a personal appointment to meet with the parent. Many times, the DVD is lent to the parent to take home to review. In order to keep track of the number of Parent Surveys that are returned, we have created a checklist for all entitled students. Each checklist is categorized by class, i.e., Class K-111, Class 2- 223. These checklists enable us to see at a glance who attended the parent orientation session, who returned the entitlement notice and who completed the Program Selection Form. ESL teachers generate a list of students who continue to receive ESL services based on the NYSESLAT and send letters to their parents. Tear-offs are returned to the parent coordinator who follows up with parents who do not return the form.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
All correspondence regarding the child's ELL status will have information of parents' rights to appeal within 45 days of enrollment. In addition, during the Parent Orientation meeting as well as the meeting to complete the Program Selection Form, parents will be told this verbally.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).
A parent orientation meeting is scheduled within the first two weeks of school for all parents of entitled students. A letter is sent out in advance informing parents that their child is entitled for second language services based on the results of the NYSITELL. During the orientation session, the principal or an ESL teacher and the parent coordinator (in the capacity as the translator) explain the three parent options. To better explain the differences among the three programs, the DOE DVD on the program selection process is shown to the parents in their native language. After the viewing of the video, parents are encouraged to ask questions. Then the parents make their program selection based on the information provided. A list of parents who choose programs other than freestanding ESL is kept on file. Due to the large numbers of parents whose students qualify for services, our school attempts to complete the process by the beginning of Oct.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
After sending out 2nd and 3rd notices and parents do not respond, our parent coordinator and family worker call each parent to come in for a personal interview to complete the Parent Survey and Program Selection form. The pupil accounting secretary assists by monitoring on ATS the parent program choice entries.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).
The parent coordinator lists the students and parent contact information of those who do not complete and return the Parent Survey and Program Selection form. Outreach is made and appointments are set up for parents to come in to receive one on one orientation with the parent coordinator to complete the documents.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
For each grade, the parent coordinator and ESL teachers generate the placement parent notification letters that need to be distributed and creates a list that is then used to record when the signed slips are returned.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
A binder is created each school year to retain all ELL documentation for each child. This is kept in the Assistant Principal's file cabinet to be accessed when necessary. In addition, the HLIS and a copy of the entitlement letter are placed in the child's cumulative record folder.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
An administrator creates the calendar of when each section of the NYSESLAT is to be administered as well as which ELLs need SE accommodations. A memo is then distributed outlining assignment of ESL teachers to the classes they are to test and the schedule of when the testing will take place. For the speaking section, the ESL teachers arrange their administration so that they are not assessing students they regularly teach. They check the list of students from the RLAT to ensure all mandated students are tested. Additionally, they follow up to make sure that any absentees receive make-up testing. The remaining sections of the NYSESLAT are scheduled by

an ESL teacher in order for mandated students to receive testing over the period of dates determined by NYS guidelines.

9. Describe how your school ensures that placement parent notification letters are distributed.
The parent coordinator and ESL teachers generate the continued entitlement and transitional support parent notification letters that are to be distributed. Lists for each grade are created to record when the signed slips are returned.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
Upon review of the Parent Survey and Program Selection forms for the past few years, the trend shows that 95% of the parents request the Freestanding English as a new language (formerly known as ESL) program. For the few parents who indicate either the dual language or transitional bilingual education programs, we inform them of other schools that have those programs if they are interested in applying for a transfer. Parents for the most part have opted to remain at PS 124 and agree to have their child(ren) taught in the Freestanding English as a new language program.
11. 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.
An ESL teacher is assigned to one particular grade to focus instruction with mandated students and is highly encouraged to push in to the classroom in order to maximize time and direct student support. The ESL teacher and classroom teacher consult to determine the best mode of grouping students based on proficiency levels and/or topic of instruction. Station teaching or parallel instruction is occasionally implemented. Based on the numbers of students required to receive mandated ESL services, the ESL teachers might have to split up a grade to work with a specific class in order to fulfill the CR Part 154 Requirements .
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
NA
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
NA

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
ESL teachers, in consultation with regular grade teachers, prepare schedules that will provide students (based on their proficiency levels) with mandated number of instructional minutes. Blocks of 90 minutes might be planned over 2 days to cover the required 180 minutes of instruction. For students at the Entering or Emerging level, 2 or 4 periods are scheduled as pull out instruction and students in contiguous grades would be together. When hiring new personnel, administrators are seeking teachers with dual certification in Common Branches and ESL.
 - b. TBE program. *If applicable.*
For our ESL students who speak Chinese, our ESL teachers will support core content instruction by either pushing in when the class has science or providing professional development to general education/cluster teachers to share strategies, resources and written translations of content specific vocabulary which can be referenced during classroom instruction. Our ESL teachers work collaboratively with the classroom and cluster teachers with a push-in model (when possible) to provide support in reading, writing, mathematics and science. They gather appropriate leveled materials for ELLs based on their ability and/or proficiency levels and provide vocabulary instruction so that instruction is accessible for them in the classroom setting. Books on tapes and Chinese-English dictionaries are also provided to support literacy skills. Visual aids and charts with pictures associated with the words or ideas are created and displayed in rooms to assist ELLs in the learning process.

Some of the instructional approaches and methods used to make content comprehensible and enrich language development include: multi-level group work, reporting back, TPR techniques with beginners, use of information gap activities, hands on activities, use of visuals including charts and realia, emphasis on shared reading, adaptations to the balanced literacy program as per Pauline Gibbons' suggestions in *Learning to Learn in a Second Language and Scaffolding Language, Scaffolding Learning*, use of mother tongue to facilitate beginning writing, etc. For Entering and Emerging level students, if the ESL teacher speaks the native language of the student (i.e., Mandarin, Cantonese), s/he will communicate in that dialect to explain the content in order to make it comprehensible. Grade planning/pacing calendars enable ESL teachers to address content topics and vocabulary. ESL teachers align projects with grade content focus and articulate with classroom teachers on a continual basis to ensure alignment with grade content.

c. DL program. *If applicable.*

The Testing Coordinator will identify ELLs who need to be evaluated in their home language. Classroom and ESL teachers will be notified through testing memos of these students along with their testing accommodations. The ESL teachers provide sample assessments (i.e., NYS Science, NYS Mathematics) in the native language of the ELLs to determine whether or not the translations (i.e., Simplified or Traditional Chinese) can be read by the students. If the students indicate that they are able to read the questions in their native language, they are provided with the above mentioned formal evaluations in the translated formats.

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Classroom and ESL teachers will keep a portfolio with student work and assessment results to document English acquisition in all four modalities. Teachers use checklists, school developed rubrics, teacher observation notes, and periodic class assessments to assess and revise instructional practices throughout the year. Additionally teachers provide various opportunities for students to demonstrate their abilities in all four modalities (ex: oral presentations as an end-of-unit project). Use of the DIBELS progress monitoring tool, TC running records and on demand writing pieces at intervals set by administrators will provide teachers with data to determine which modality needs more direct instructional interventions.

3. Describe how core content is delivered in each program model. 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. Differentiation of instruction for each of the above ELL subgroups will include: guided reading groups, small group instruction, use of the software Imagine Learning, modified student tasks/assignments, peer tutoring, and provision of appropriate resources for possible project-based learning.

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

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

c. For Developing ELLs, ESL teachers push in and work collaboratively with classroom teachers to provide support. Classroom teachers may pair them with a peer who can provide learning support.

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

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

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

Administrator will consult with the classroom teacher or ESL teacher or other qualified staff member and the parents to determine whether or not the student's academic progress has or has not been adversely affected by the re-identification. Additional support services would be considered should it be deemed necessary.

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

Instructional approaches and methods used to make content comprehensible and enrich language development for ELL-SWDs include: multi-level group work, reporting back, TPR techniques with beginners, use of information gap activities, hands on activities, use of visuals including charts and realia, emphasis on shared reading and modifications to the balanced literacy program. Books on tapes and Chinese-English dictionaries are provided to support literacy skills. Visual aids and charts with pictures associated with the

words or ideas are created and displayed in rooms to assist ELLs in the learning process. Foundations and Imagine Learning (software program) are resources that provide our ELL-SWDs access to academic content areas and accelerate English language development.

Strategies include, but are not limited to: (1) building background knowledge - previewing key concepts and challenging vocabulary & when possible, drawing on and using students' home languages; (2) close, interactive reading aloud - engage students in discussion about a big idea in the text; (3) storytelling using wordless books; (4) role playing and rehearsed oral performance; (5) language frames for speaking and listening; and (6) vocabulary learning strategies. Materials might include word sorts (Foundations), poems (for recitations), student-generated word lists, personal CD players to use with books on CDs and rebus charts.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

The push-in model is strongly encouraged so that the ESL teacher, SE teacher, or related service provider can provide instruction and support in the classroom. The schedule is designed to be flexible when possible so that ELL-SWDs are able to achieve their IEP goals with appropriate personnel and instructional resources that are Common Core aligned and rigorous enough to meet their learning needs and abilities. Our ESL teachers plan with the classroom teachers and are familiar with the content units of studies that are expected in the grades they work with. They engage in weekly curriculum planning based on the learning needs and abilities of the ELL-SWDs that they work with. When they push into the classroom, they provide instructional support to their mandated students who are learning alongside of their general education peers. In the upper grades (4 & 5), the ESL teacher might schedule push-in support for ELL-SWDs during periods when they are in science class.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

Our targeted intervention programs for ELLs in ELA include Foundations (2nd edition), Great Leaps, Wilson, guided reading with Fountas & Pinell LL1 & LL2 kits, and software programs such as Imagine Learning, Learning A to Z, Bookflix and Starfall. Intervention services offered in the school are mainly in English unless student is EN or EM and service provider or classroom teacher speaks the native language. In those instances, Chinese may be used to support the child in understanding the content being taught.

8. 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?

Students are practicing phonemic awareness and oral language skills, increasing their vocabulary development and integrating these into their writing. With additional time to solidify these areas of weakness, we expect to see by the end of the year progress in the speaking and writing areas for many of our ELLs. This year we are using DIBELS as a progress monitoring tool to guide our instruction and intervention needs. We are also using a consultant to support curriculum planning focused on language development for our ENLs.

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

This year we have purchased mClass DIBELS as our school-wide progress monitoring tool as part of our RTI initiative. We are looking to build on the rigor and stamina of writing for our ELLs. This will be evidenced in the presentations they do after completing units of studies and/or publishing parties. We also will consider additional software resources such as National Geographic programs to engage students in non-fiction reading of social studies and science topics. With our Math Consultant, we are also working towards enhancing math discussions in order to build oral language production with our ENLs.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

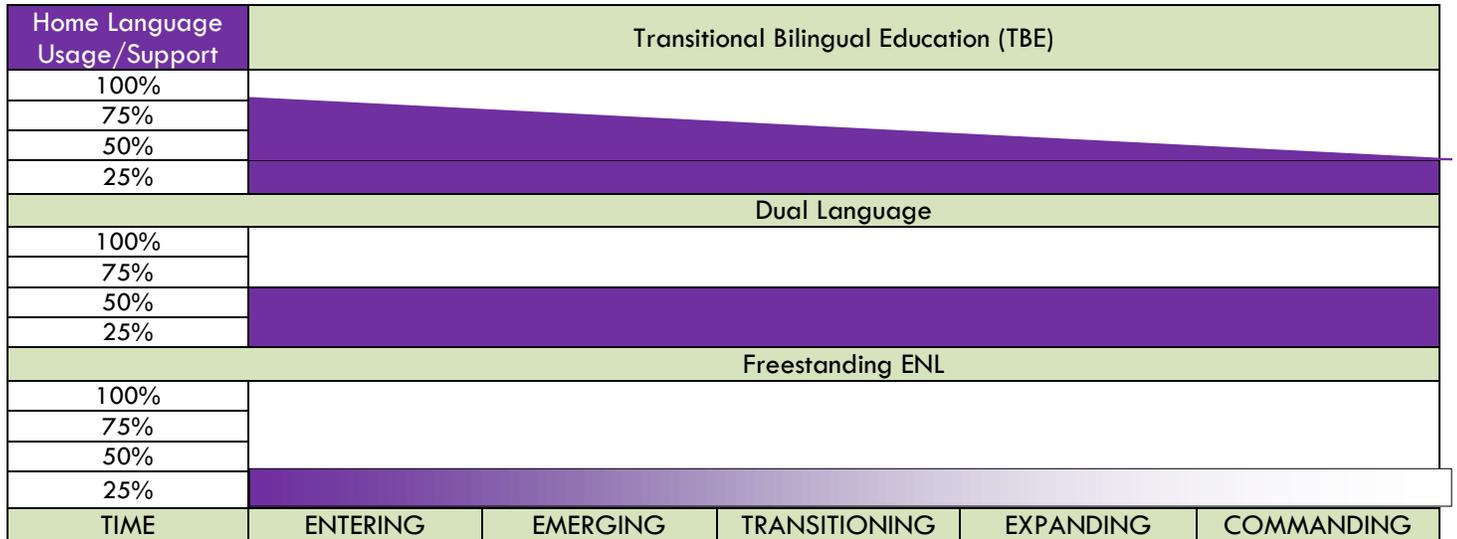


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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.
We plan to continue this year with what we have.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
They are offered equal access to any PTA after-school club, Extended Day tutorial classes, homework help or other after school clubs that are taught by school-based teachers. Teachers recommend ELLs for enrichment programs (i.e., APEX for Youth Sat. program) and invitations are sent and/or phone calls by the parent coordinator or family worker are made, highly encouraging parents to bring their child(ren). Applications for clubs are distributed in Chinese and English languages so that all parents have the opportunity to sign up their children. ENLs are offered opportunities to attend the summer Title III Enrichment program. With Title III funding, ENLs are taken on field trips to enrich their experiences and to build on their background knowledge.
12. What new programs or improvements will be considered for the upcoming school year?
We have purchased many books - both fiction and non-fiction - that are Common Core aligned to meet the different reading levels of all our students, including ELLs with different proficiency levels across grades K-5. There are books on CDs/DVDs so that ELLs are able to borrow them over the weekend to read at home with their families. Picture dictionaries are purchased for the classrooms as well as for students to take and keep at home. Technology programs we have available for all our students include Imagine Learning, AWARD reading, BookFlix, and Reading A-Z.
13. What programs/services for ELLs will be discontinued and why?
For our Freestanding ESL program, ESL teachers who speak the native language provide glossaries (Chinese & English) of frequently used terms to children and general education teachers to assist in classroom instruction. A variety of bilingual dictionaries/pictionaries have been purchased so that all classrooms have these resources for their ELLs to use. Alternate language paraprofessionals are assigned for SE ESL students who require that support as noted in their IEPs.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
After initial assessments, the ESL teacher and general classroom teacher communicate about what level the ELLs are at and then create a schedule of when required services (either push-in or pull-out) will be provided. Through weekly meetings between classroom teacher and ESL teacher, instruction is planned to ensure that the appropriate scaffolding is provided for the ENLs. Modifications and other strategies are shared by the ESL teacher with the classroom teacher. ESL teachers attend the common grade planning meetings and professional development workshops to collaborate with general education teachers on lesson planning and identifying materials and resources that would support instruction with ELLs.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
The ESL team has created and compiled a packet of information to orient newly enrolled ENLs and their families. There will be a breakfast orientation at the beginning of the school year sponsored by the PTA for all new parents (including those who students are identified as ENLs). Our guidance counselor also provides outreach to parents of ENLs to support them in transitioning to the school system and educational expectations. Translated flyers for all school programs or class activities are always distributed to ensure that families of ENLs are included in our parent population.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
NA
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
NA
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
All ELL personnel have opportunities to attend a variety of professional development training workshops that are offered either by our Manhattan Borough Field Support Center or OELL. Within our school, the following professional development workshops will be planned: Fay Pallen (ESL consultant) from Literacy Support; Metamorphosis Teaching & Learning (for math); NYSESLAT workshops planned by our ESL teachers. ESL teachers attend the common grade curriculum planning meetings to provide input on instructional

strategies and resources that would align the CCLS unit of studies for ELLs.

19. What language electives are offered to ELLs?

Through a three year Kellogg's grant, teachers of ELLs have intervisitation days and network with colleagues from neighboring schools to observe and learn about differentiated strategies and programs which have positively impacted the academic progress of ELLs in each of their schools. An ESL consultant from Literacy Support provides workshops (2 hour sessions, 4 times/grade) to demonstrate strategies that will target vocabulary development and ways to deconstruct complex sentences/texts in a content area. They are able to attend at least two of the workshops offered throughout the school year by OELL. Additionally, we offer per session activities (Title III funding) for teachers of ELLs for book study groups or to plan curriculum with classroom teachers.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

As ELLs transition from elementary to middle school, 5th grade teachers work with the guidance counselor and administrator to learn about ESL programs offered by different middle schools as families fill out applications for middle schools. Additionally, the substance abuse counselor and guidance counselor work with classroom teachers to provide classes with lessons on how to handle peer pressure, conflict resolution and communicating positively. Additionally, the ESL consultant from Literacy Support will provide strategies in workshops on support ELLs in content areas.

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
The team of ESL teachers will collaboratively offer staff development during the Monday PD 80 minute blocks during a 3-4 week cycle, or as Title III per session activities to demonstrate and share best teaching practices for ELLs. The Language Enriched Classroom will be a possible text used for book study groups for professional development purposes. Grade bands will work in cycles with the ESL consultant from Literacy Support on strategies and curriculum planning targeted for ENLs. Agendas and attendance sign in sheets along with hand-outs for workshops will be kept in a binder documenting year-long professional development meetings which our teachers participate in.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
PS 124 is a Title I SWP school and all parents, including parents of ELLs, are invited to all meetings and workshops that have translation provided by the parent coordinator, family worker or an ESL teacher. Notices are sent by ESL teachers to the parents of ELLs they instruct, inviting them in to attend conferences or workshops to discuss their children's language progress, to explain assessment results and strategies they can use at home to foster language acquisition. These meetings are planned for either the Tuesday Parent engagement times or as a 1st Period workshop during the morning.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Paste response here:
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
Activities that foster parental involvement which have been planned throughout this school year include the following: Parent Orientations, parent workshops on CCLS, testing, homework help, ways to help children in reading/writing, math family night, middle school application process, Cool Culture for the family (PK/Kgn), and how to manage stress. Parents are encouraged to attend class publishing parties, performances (Winter Concert, Lunar New Year celebration, Spring Concert) as well as to volunteer during class trips. In addition, parents are recruited to assist in our school library as well as during our school-wide bookfairs and they are trained by the F-Status library teacher or parent coordinator. Translation is offered through all events by the Parent coordinator, family workers, ESL teachers or volunteers from groups that collaborate with our school.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Our school partners with the following Community Based Organizations to provide after school services for ELL parents (mainly child-care): Chinese American Planning Council, Chinatown Day Care, Chinese Cultural Programs, Eternity I, Afterschool Lighthouse Program, and Jubilee. PS 124 also collaborates with the following agencies that provide workshops and/or services to ELL parents: Charles B. Wang Community Health Center, Hamilton Madison Community Center, Learning Leaders, NYU Child Study Center, Gouvener Hospital, Bellevue Hospital. Our PK & Kgn. families get Cool Culture passes and the parent coordinator provides workshops as well as bring parents at least twice during the school year to museums and/or cultural institutions. Additionally, ELL parents are invited to sign up and attend arts workshops offered by Studio In a School and CAE (through the PAAP Grant). Translation is offered through all events by the Parent coordinator, family workers, ESL teachers or volunteers from groups that collaborate with our school.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

We evaluate the needs of parents through meetings and discussions with the PTA Executive Board, bi-monthly PTA General meetings, the annual DOE School Learning Survey and the PTA annual parent survey. The Parent coordinator as well as the family workers assist in translating to parents documents they need to submit, concerns which teachers want parents to be aware of (either by phone or face-to-face meetings) and newsletters/notices to families. Based on the concerns and issues raised by parents through PTA meetings, SLT meetings and individualized conferences, we plan workshops and activities or invite guest speakers to address the needs that they bring to our attention.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Our parent involvement activities provide parents with an understanding of the skills and expectations necessary for their children to meet the Common Core Learning Standards. They are shown the materials and resources used in the classroom as well as given strategies on how they can provide support at home after-school and on weekends. The Guidance counselor and/or parent coordinator provide parents with referrals to outside agencies and resources that can help them with social-emotional and mental health needs. Translation services at our school are provided by the parent coordinator, family workers, paraprofessionals, ESL teachers and volunteers recruited from collaborating universities/colleges. Surveys from the SLT and the DOE (School Learning Survey) are used for feedback from parents which are then addressed by administrators and school personnel.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

Paste response here:

5. How do you evaluate the needs of the parents?

Yung Wing Elementary

6. How do your parental involvement activities address the needs of the parents?

02M124

D. Additional Information

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

Alice Hom

School Name: 1/1/01

School DBN: Melissa Helman

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
1/1/01	Principal		Christina Pun
1/1/01	Assistant Principal		Elizabeth Wong
1/1/01	Parent Coordinator		Sui Ling Tsang
1/1/01	ENL/Bilingual Teacher		Laura Lai/1 st Gr.
1/1/01	Parent		Judy Ng/1 st Gr. ESL
1/1/01	Teacher/Subject Area		
1/1/01	Teacher/Subject Area		
1/1/01	Coach		Lillian Moy
1/1/01	Coach		Bonnie Laboy
1/1/01	School Counselor		Yuet Chu
	Superintendent		1/1/01
Donna Chin	Borough Field Support Center Staff Member <u>2</u> nd _____ Gr. ESL		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **02M124** School Name: **Yung Wing Elementary**
Superintendent: **Bonnie Laboy**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

At the point of registration, parents are interviewed by a certified ESL/bilingual teacher in order to complete the Home Language Survey. Emergency blue cards are filled out by parents and returned to the school during the first weeks of school. Noted on these cards is the language(s) understood by parents, which the office staff tabulates for each class. This data is used when school notices or other documents/booklets requiring translated versions are to be distributed to parents. Within the first 10 days of school, parents of students eligible for ESL services are invited to a meeting with administrator, ESL teacher and Parent coordinator and they learn about programs offered to support ELLs. At this time, they complete the Parent Choice form and this information is later entered into ATS.

During conferences with teachers or parent meetings and workshops, if there are parents attending who require oral interpretation, the parent coordinator, family worker or a bilingual teacher will be present to provide language translations. All PTA notices or DOE letters are translated and sent home in a timely manner so parents are informed of activities or events which are pertinent to them.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Results from the HLS and blue emergency card data indicate that approximately 45 - 50% of our families request Chinese translations while only 2 families require Spanish translations. These findings are noted on the Table of Organization located in the school's main office for staff when distributing parent notices

and other resources that come in different languages. Office staff will create a report listing the languages that parents speak, by class and grade. The findings are also reported to the PTA Executive Board for them to share with the general parent population.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Parent Handbook in September
Monthly PTA Newsletter
Class or Gradewide monthly newsletter
Notices for Parent Teacher Conferences in November 5, 2015 and March 7, 2016
Bi-monthly PTA meeting agenda and summary of topics addressed
Monthly SLT minutes - posted on Parent bulletin board and on school's eChalk website
Flyers announcing parent Orientations (in September) and workshops throughout the year (NYS testing, Common Core Learning Standards, Social -emotional topics, etc.)
Middle School Application process & Dates for MS Tours (October, 2015, Nov. 13, 2015)

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Parent orientation by grades (September 16, 17, 18, 21, 22, 25, 2015)
Parent Engagement events (September 17, 2015 & May 12, 2016) during which informal interactions between staff & parents will occur.
Parent Teacher conferences (November 5, 2015 & March 7, 2016)
Middle School Application process with Principal, Guidance counselor and MS District Director (November 13, 2015)
Tuesday Parent engagement meetings (arranged by individual teachers)
IEP meetings (initial, annual and/or Triennial) throughout the school year
Cool Culture meeting with PK & Kgn. parents held November 23, 2015

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Documents that need to be translated are required to be submitted in advance (at least 2-3 days) to administrators for approval. They are then given to the family workers, parent coordinator or bilingual teachers to be translated. In some classes, teachers have recruited parent volunteers who will translate their class newsletters. Any notification documents pertinent to our families that are on the Translation & Interpretation Unit's intranet site (http://intranet.nycboe.net/SchoolSupport/translation_and_interpretation_unit) will be download and distributed.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Our school usually enlists the assistance of our Chinese bilingual ESL teachers, service providers, parent coordinator, family workers and paraprofessionals to help as interpreters during workshops, parent-teacher conferences and other necessary school meetings. Administrators have reached out to TESOL programs in colleges/universities affiliated with the school to recruit student teachers as translators. In addition, outreach is made to community organizations associated with the school for volunteers who are fluent in Mandarin or Cantonese to assist as interpreters.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

During the Faculty meeting at the beginning of the school year and at grade meetings, school staff will be informed of procedures and protocols of ways they can access help to translate documents or to have individual interpreters during meetings or workshops they facilitate. A copy of the "I Speak..." card which includes the phone number for over-the-phone interpretation will be distributed to all teachers and staff. They will also get a list of alternative translation services and the procedure for requesting any outside vendors (if necessary).

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Signs including those listed above will be posted by Security Desk where parents are required to sign in. Information of Language Assistance Services will be included in the school's Parent Handbook and posted on the school's website. On notices distributed to parents, a check-off will be added for parents to indicate if they will need a translator. Any notification documents pertinent to our families that are on the Translation & Interpretation Unit's intranet site (http://intranet.nycboe.net/SchoolSupport/translation_and_interpretation_unit) will be download and distributed.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Parent Survey distributed by SLT in February/March
Feedback at PTA bi-monthly meetings
Agenda item during SLT meeting after Parent-Teacher conferences
Cool Culture survey distributed to parents in January/June