



**PUBLIC SCHOOL 001
2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 15K001

ADDRESS: 309 47TH STREET, BROOKLYN NY 11220

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 001 **SCHOOL NAME:** The Bergen School

SCHOOL ADDRESS: 309 47th Street, Brooklyn, NY 11220

SCHOOL TELEPHONE: 718-567-7661 **FAX:** 718-567-9771

SCHOOL CONTACT PERSON: Ms. Jennifer Eusanio **EMAIL ADDRESS:** Jeusanio@school.s.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Ms. Fior Marte

PRINCIPAL: Ms. Jennifer Eusanio

UFT CHAPTER LEADER: Ms. Nadine Reis

PARENTS' ASSOCIATION PRESIDENT: Ms. Betzaida Mercado

STUDENT REPRESENTATIVE:
(Required for high schools) n/a

DISTRICT AND NETWORK INFORMATION

DISTRICT: 15 **CHILDREN FIRST NETWORK (CFN):** 409

NETWORK LEADER: Mr. Neal Opromalla

SUPERINTENDENT: Ms. Anita Skop

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Ms. Jennifer Eusanio	*Principal or Designee	
Ms. Nadine Reis	*UFT Chapter Chairperson or Designee	
Ms. Betzaida Mercado	*PA/PTA President or Designated Co-President	
Ms. Patria Aviles	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
n/a	DC 37 Representative, if applicable	
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	
Ms. Fiordaliza Marte	Member/Classroom Teacher	
Ms. Jacqueline Cruz	Member/Cluster Teacher	
Ms. Margarita Camacho	Member/Social Worker	
Ms. Maria Mendez	Member/Parent	
Ms. Floriselda Orellana	Member/Parent	
Ms. Angelica Toro	Member/Parent	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

Public School 1 is located in the Sunset Park Community of Brooklyn. It serves 1096 students in the main site and 105 Pre Kindergarten students in the annex. We are a Title I School-Wide School in which 90.1% of our students meet federal poverty guidelines.

To help support our diverse population we have the following programs:

- Gifted and Talented (3-5)
- CTT (K-5)
- Self-Contained Special Education Classes (K/1, 1/2, 2/3, 4/5)
- Transitional Bilingual Classes (K-5)
- Self-Contained ESL Classes (K-5)
- Pre-K Classes (two half day and seven full day classes)
- Language Enrichment Classes (K-3)

In addition, we will have the following intervention programs which support our students with one to one and small group intervention:

- At risk supplemental support using ESL intervention teachers
- Four mandated ESL pull out/push in teachers
- SETTS (Grades K-5)
- Three supplemental support reading teachers
- Mandated Speech and at risk speech services (3 providers)
- Bilingual Guidance Counselors (2 counselors) – provide at-risk counseling
- Inquiry Team –multiple teams (10 Facilitators, 15 teams)
- At risk Test Preparation After School Program (reading and math)
- Title III After School
- Early morning intervention – Extended Day – reading and math
- Robinhood After school Program – focusing on non fiction and inquiry skills

In addition to Literacy, and Math, we also provide opportunities for our students to excel in other areas to bring out talents and interests. We have the following programs:

- Instrumental Music (1 teacher)
- Visual Arts (2 teachers)
- Physical Education (1 teacher)
- Science (3 teachers)
- Health Education (1 teacher)

- Peace Education (1 teacher)
- Dance (1 teacher)
- Reader's Theatre (1 teacher)
- Math Cluster (1 teacher)
- Enrichment Clusters (Renzulli Model)
- Partnership with Brooklyn Museum - (5 year Grant)
- Peer Mediation

Our school provides an extensive professional development program. For many years and to date, this support has been provided by Teacher's College, AUSSIE, Brooklyn Museum and our coaches. As a result of gathering and analyzing data this year, we made an organizational decision to create a unique professional development model that will be led by teacher facilitators as opposed to being exclusively directed by administrators using our Inquiry Team. Our intent is to have teachers be responsible for their own learning using each other as resources. These facilitators will help guide and support teachers with their yearlong case studies and with the application of the inquiry process. As a result, professional growth will be self-generated.

In inquiry this year our main focus will be reading comprehension building from 4 measured areas, word attack, fluency, literal and inferential comprehension. Teachers will use their Teachers College Assessment to monitor targeted students to determine growth in reading. Teachers will work with their targeted students within a small group and follow up to determine mastery via conferences, observations and assessments, which was an area we needed to work on as per the Quality Review 2007-08. Teachers will document their work using a template created by the team and use this information to determine next steps when planning for reading instruction.

The rationale for this model is based on our ELA and NYSESLAT scores, which requires us to continue to focus on our ELLs, strugglers and special education population within the content area of reading. Our goal is to accelerate student learning in order to meet the standards as measured on the NYS ELA. This year on the NYS ELA 2010, 35% scored at levels 3 and 4. This was a decrease from our scores from 2009 in which 64% of our students scored Levels 3 and 4. As a result, teachers will create periodic benchmarks to enable them to measure student learning in order to plan for differentiated instruction. Data will be collected from formal and informal assessments. Teachers will develop SMART goals to support small group instruction. The evaluation of data will help us refine instruction that will be effective, relevant, engaging and purposeful to help set long term goals. This was indicated in the Quality Review as an area in need of improvement. In Math 54% of our students scored in Levels 3 and 4 which was also a decrease from the previous year of 87%. Our students need to deepen and develop a good sense of higher order thinking in order to comprehend when reading independently and completing word problems in math.

Each facilitator will be responsible for leading a cluster of four to five teachers. Within each small cluster, teachers will use and analyze data to assess the needs of their target population and determine the skill to focus on. Teachers will use their Teachers College Reading Assessment to determine the targeted student needs in order to implement small group strategy and guided reading lessons. They will then share their best practices with their assigned cluster. Classroom teachers will focus on specific reading skills within the reading units of study. Cluster and intervention teachers will work on guided reading. This process will be a reflective and collaborative effort. The outcome will be an accumulation of strategy lessons using specific reading skills organized by grade and need, to be shared by and with other teachers. This documentation will be shared and cataloged in the school's professional section of our library.

In Math we will be concentrating our professional development on mental math strategies and aligning the units of study with the Common Core Standards. This will support our need, as indicated in the Progress Report and other in school math assessments, to prepare students with the essential tools to process word problems correctly. Also, as we prepare our curriculum for a change in the NYS standards to Common Core, we will be able to create maps for our units of study which will contain scaffolding and resources needed to enhance our lessons.

This structure supports our school goals which are:

- To use technology to differentiate instruction in order to create goals to form small group instruction.
- To improve the reading skills of our at risk students in preparation for the ELA.
- To improve the reading and writing skills of our at risk ELLs in preparation for the NYSESLAT.

As for our daily cluster program, they will use Fitness Gram, Foss assessments, Brain Pop, health curriculum assessments, checklists and student work to measure core subject learning within the content area. Clusters will be responsible for knowing their students' needs (e.g. language level) and planning how to align their curricula to meet these needs. They will use a rubric that can help monitor student achievement, teaching practices and their next steps.

This year we will be reviewing and revising our Intervention Program as a result of being a Phase I school within New York City's Special Education Reform. The Pupil Personal Committee will be meeting every two weeks to review and monitor at risk Level 1 students and students with IEPs. We will be referring to the Continuum of Services as a guide to support the committee's decisions on placing students who were recently evaluated. Students who are currently receiving services as per an IEP will be monitored by the committee for progress, strengths and areas of concern. Based on the current data of each student, decisions will be made to mainstream students into the general education program. Currently we are mainstreaming a small portion of students into general education classes via cluster programs and in the area of mathematics.

Throughout the year supervisors will be monitoring, and providing support through one on one conversations and the implementation of teacher professional development plans. Professional development plans will be created to meet the needs of teachers based on their professional goals. Classroom visitations, informal and formal observations will be part of this process. Our data coach will provide teachers with a specific, user friendly data analysis and training. The data coach will support individual teachers in creating individual and small group learning plans based on quantitative and qualitative data. To ensure growth and clear school wide expectations, teachers will be invited to participate in an instructional cabinet. In the cabinet, classroom teachers and out of classroom staff members will collaborate to make school wide instructional decisions with the administration. This structured professional collaboration will cultivate a climate of professional growth and a learning culture. Work will be visible over time through student engagement and student work. This will also address the specific areas in need of improvement in our Learning Environment Survey:

- engagement
- academic expectations
- communication

Parents will be informed of grade curriculum and school-wide events through newsletters, workshops and the Parent Teacher Association. Additional student information will be disseminated through report cards, student progress reports and parent-teacher-conferences. In addition, The School Leadership Team will assist in making school-wide decisions and sharing those decisions with parents

and the faculty. We will conduct workshops throughout the year on curriculum areas, parent program choices and Phase I.

Ultimately, our goal is continue to move to a more expansive teacher leadership model, which will lead to increased instructional knowledge and student academic growth.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	PS 001 The Bergen School				
District:	15	DBN #:	15K001	School BEDS Code:	331500010001

DEMOGRAPHICS									
Grades Served in 2009-10:	<input checked="" type="checkbox"/> Pre-K	<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	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	172	141	143		94.1	95.0	TBD		
Kindergarten	162	161	170						
Grade 1	161	187	183	Student Stability: % of Enrollment					
Grade 2	155	162	204	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	167	155	152		92.1	95.8	TBD		
Grade 4	144	164	157						
Grade 5	150	138	158	Poverty Rate: % of Enrollment					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7					85.9	83.9	90.1		
Grade 8									
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11					9	45	TBD		
Grade 12									
Ungraded	4	1	1	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	1115	1109	1168		11	17	11		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	25	35	36	Principal Suspensions	36	23	TBD		
No. in Collaborative Team Teaching (CTT) Classes	58	59	60	Superintendent Suspensions	6	7	TBD		
Number all others	45	53	54						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	42	89	103	CTE Program Participants	0	0	0
# in Dual Lang. Programs	38	0	0	Early College HS Participants	0	0	0
# receiving ESL services only	251	251	271	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	10	10	76	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	87	90	TBD
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	19	19	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	6	7	TBD
	0	0	TBD				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
American Indian or Alaska Native	0.3	0.1	0.0	Percent more than two years teaching in this school	80.5	72.2	TBD
Black or African American	1.8	1.6	1.5	Percent more than five years teaching anywhere	59.8	58.9	TBD
Hispanic or Latino	89.8	91.5	91.4				
Asian or Native Hawaiian/Other Pacific Isl.	5.5	4.9	4.9	Percent Masters Degree or higher	86.0	88.0	TBD
White	2.7	1.9	2.0	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	77.7	98.3	TBD
Multi-racial	n/a	n/a	0.38				
Male	49.2	49.9	47.6				
Female	50.8	50.1	52.4				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>		<u>Category (Check ✓)</u>		
		Basic	Focused	Comprehensive
In Good Standing (IGS)	✓			
Improvement (year 1)				
Improvement (year 2)				
Corrective Action (year 1)				
Corrective Action (year 2)				
Restructuring (year 1)				
Restructuring (year 2)				
Restructuring (Advanced)				

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:	✓	ELA:	
	Math:	✓	Math:	
	Science:	✓	Grad. Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	✓	✓	✓				
Ethnicity							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino	✓	✓					
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Other Groups							
Students with Disabilities	√SH	✓					
Limited English Proficient	✓	✓					
Economically Disadvantaged	✓	✓					
Student groups making AYP in each subject	5	5	1				

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	NR
Overall Score	79.8	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	11.8	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	19.2	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	44.3	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	4.5	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

Performance Trends:

- 66% of our current 4th grade students are able to evaluate content by identifying important and unimportant details on the ELA state exam
- 79% of our current 4th grade students, and 53% of our current 5th grade students can make predictions, draw conclusions, and make inferences about events and characters on the ELA state exam
- 74% of our current 4th grade students can evaluate content by identifying the author's purpose on the ELA state exam
- 70% of our current 4th grade students are able to identify main ideas and supporting details in informational texts on the ELA state exam.
- 84% of our current 5th grade students are able to use specific evidence from stories to identify themes, describe characters, their actions, and their motivations; and relate a sequence to events on the ELA state exam
- 62% of our current 5th grade students are able to collect and interpret data, facts, and ideas from unfamiliar texts on the ELA state exam
- 53% of our current 5th grade students are able to understand written directions and procedures on the ELA state exam
- 29% of students in the school's bottom 1/3 were at or above target range in number sense on the Math State Exam.
- 75% of 3rd grade students performed at or above proficiency range in algebra on the state Math exam. 80% were at or above proficiency range in geometry, 74% in number sense, and 76% in statistics and probability.
- 61% of 4th grade students were within or above proficiency range in algebra, 64% in geometry, 62% in measurement, 61% in number sense and operations, and 60% in statistics and probability on the NYS Math Exam.
- 51% of 5th grade students were within or above proficiency in algebra, 63% in geometry, 57% in measurement; 56% in number sense and operations and 56% in statistics and probability on the NYS Math Exam

- On average students did approximately 15% better in math multiple choice questions than on the short and extended responses.
- The mean scale score for students in the school's lowest third in Math decreased by 5 points (664-659).
- The mean scale score for students with IEPs on the state Math exam decreased by 9 points between 2008-2009 and 2009-2010
- The mean scale score on the state math test for Hispanic Students in the city's lowest third decreased by 5 points from 2008-2009 to 2009-2010.
- 48.3% of 4th grade students received a Level 3 on the Fourth grade science exam
- 30.7% of 4th grade students received a Level 4 on the Fourth grade science exam
- 81% of male students achieved a level 3 or 4 on the NY State Science Test. 76% of female students achieved a level 3 or 4 on the exam.
- Our school's overall score in the Progress Report was 36.9 out of 100, a decrease from the previous year
- Specifically, student progress was 19.3 out of 60

Accomplishments

- 35.6% of students received a Level 3 or 4 on the ELA
- 8.7% of English Language Learners made gains on the ELA
- The mean scale score on the ELA for students in the school's lowest third increased by 9 points (634-643) from 2008-2009 to 2009-2010.
- 26% of students showed growth in ELA scores.
- The mean scale score on the ELA state test for ELL students increased by 6 points from 2009 to 2010.
- 20% of students showed growth on the state Math test.
- We earned additional credit 0.5 out of 15 for exemplary proficiency gains in Math for our Self-Contained Special Education classes for the 2009/2010 school year.
- 16% of Special Education Students made gains on the Math State Exam.
- The mean scale score for Hispanic students in the lowest third citywide increased by 10 points from 2008-2009 to 2009-2010 (635-645)
- 53.5% of students received a Level 3 or 4 in the Mathematics state exam.
- 12% more students compared to last year received a Proficient on the 2010 NYSESLAT Listening and Speaking exam
- 5% more students compared to last year received a Proficient on the 2010 NYSESLAT Reading and Writing Exam.
- 79% of the fourth grade students received a Level 3 or 4 on the grade science exam, which is an increase from last year where 75% of the students received a Level 3 or Level 4

Significant Aids or Barriers

- 50% of the students are not exposed to strong language models
- 50% of the students have difficulty reading and writing with expression, sophistication and details
- 50% of the students need to develop language by receiving experiences through trips, connections to every day life, and content area instruction.
- 75% of special needs students are pulled out of ELA and Math instruction due to mandated related services

- 10% of our ELL students who participate in the ELA assessments were in the United States for a little over a year,
- 20% of the IEP students are significantly delayed in reading and are unable to read the passages on the ELA exam
- 50% of our students are not identified as ELLs, but are from homes where English is not their first language.
- 50% of of students in grade 3-5 have difficulty with math word problems due to vocabulary

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

Based on our 2009-2010 assessments we will continue to focus on our English Language Learners and special education population sub-groups this year in the area of reading. We also decided based on our Learning Environment Survey to have the Inquiry Team members act as facilitators to help teachers conduct case studies through inquiry. This will support the area of communication, academic expectations and engagement. Teachers will play a meaningful role in setting goals and making important instructional decisions for our students. It will also support a culture of professional learning and growth. Teachers will be planning together to develop strategies that support reading skills and small group work based on their student learning goals. They will discuss their students' work and academic progress within small group instruction with each other. This work will be the outcome of data analysis conducted by teachers and the administration.

With this in mind, these will be our goals for this school year 2010-2011:

Goal #1 -

K-5 teachers will understand how to obtain aggregated data using technology in order to utilize when planning to create small group short term and long term goals for planning for differentiated instruction to meet the Common Core Standards.

Goal #2 -

ELLS, students with IEPs and at risk Level 1 and 2 students in grades 4 and 5 will improve their performance in the ELA by deepening their reading comprehension and critical thinking skills in order to meet Common Core Standards.

Goal #3

ELL students in grades 1-5 will show an improvement in the reading and writing portions of the NYSESLAT.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Goal #1

Subject/Area (where relevant): Professional Development

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>K-5 teachers will understand how to obtain aggregated data using technology in order to utilize when planning to create small group short term and long term goals for planning for differentiated instruction to meet the Common Core Standards.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Teachers will be trained to use Microsoft Excel and Google docs to input data to form groups in reading, writing and math by AUSSIE tech staff developer, AUSSIE Math Consultant and literacy coaches. • Data coach and literacy coaches will conduct professional development on developing and supporting student goals using qualitative and quantitative data. • Teachers will distribute student learning letters and progress reports to parents on a regular basis. • Parent Coordinator, teachers and coaches will conduct workshops for parents on reading student progress reports from teachers and using ARIS to support their children’s needs at home. • Data coach/specialist will use data from determine sub groups using these data systems to assist cabinet with whole school planning using a drill down approach. • Inquiry team will conduct meetings with teacher teams on using data systems to formulate action plans on areas of concern in reading. • Literacy and math committees will review Common core Standards to determine unit goals for curriculum planning on a monthly basis. • The Pupil Personnel Committee will use data to support Phase I Special Education reform to track the progress of students with IEPs to determine opportunities for

	<p>mainstreaming.</p> <ul style="list-style-type: none"> • Administrative and faculty meetings will be conducted bi weekly to review unit goals and develop strategies to support reading bands of difficulty within small groups. 	
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Title I SWP– teachers salaries, books and instructional materials, AUSSIE Math consultant, AUSSIE tech consultant, Literacy coach salaries, per diem • TL Fair Student Funding – teachers salaries, OTPS-curriculum and staff development • Title I ARRA – OTPS-parent workshops • Contract For Excellence-literacy coach salaries, Teachers College membership fee, AUSSIE • TL Data Specialist – per session 	
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ol style="list-style-type: none"> 1. Progress on state ELA assessment in July will determine promotional status. 2. Informal Observations on a monthly basis will show teachers implementing strategies worked on during inquiry meetings. 3. Formal Observations conducted at least once or twice a year will determine how thoroughly teachers are using their data to inform instruction within small groups. 4. TC Pro assessments will serve as benchmarks at least 4 times during the year of how students have grown in their reading strategies 5. Periodic Assessments – Predictive conducted in January will show increased progress from levels 2 to 3. 	

Goal #2

Subject/Area (where relevant): ELA

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>ELLS, students with IEPs and at risk Level 1 and 2 students in grades 4 and 5 will improve their performance in the ELA by deepening their reading comprehension and critical thinking skills in order to meet Common Core Standards.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • We will continue to have Teacher College staff development. Teachers will attend workshops and study groups on developing an understanding of reading skills and strategies. • Teachers will use their assessments from TC Pro, ARIS, and Acuity to plan differentiated instruction using small groups • Parents will receive progress reports on a regular basis with their child’s assessment results. • The cabinet will review assessments from Acuity to inform Professional Development within the school building. • Informal and formal observations will be conducted by the administration to evaluate the effectiveness of teaching reading instruction. • Literacy committees will meet once a month to correlate new National Common Core Standards with units of study. • Data coach will meet with teachers to review data from reading assessments to determine strategies to use with groups of students. • Reading intervention teachers will form individual learning plans for Level 1 and 2 students in their groups. Plans and student progress will be reviewed by Pupil Personnel Committee every month. • Resources will be purchased to support small group instruction including materials like In step readers, English Now, Mondo guided reading programs, Wilson readers and Rigby readers. • ELL students will receive at risk supplemental after school instruction on test prep reading strategies. • Former Ells will receive at risk supplemental instruction on oral language development and literacy. • Students with IEPs will monitored by the PPC to determine academic progress and

	<p>possible strategies for mainstreaming.</p> <ul style="list-style-type: none"> • Literacy committee members will receive training during the summer on Common Core standards and turnkey information to grade colleagues. • Schedules will be altered to include a planning period with inquiry facilitators in order to create plans which will support targeted students once a week for each teacher, every 4-5 weeks. • The school psychologist and parent coordinator will conduct workshops for parents on the models of special education and how to support their children at home. 	
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Title III – after school program per session and OTPS for resources • Title I SWP-Teachers College Staff Development, AUSSIE consultants, instructional resources, literacy coaches • TL FSF-Teacher’s Salaries • Contract For Excellence-AUSSIE, literacy coaches, Teachers College membership fee • TL Data Specialist- per session ○ TL Children First Network support – payment for Network support and professional development 	
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Increased progress on State ELA • Increased progress on reading and writing sections of the New York State NYSESLAT • Increased progress on reading levels according to Teachers College Reading Assessment/TC Pro. • On demand writing about reading assessment scores will increase from levels 2 to 3. • Acuity and Pearson predictive scores will increase. • Gains in school progress report. 	

Goal #3

Subject/Area (where relevant): ELLs/ESL

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>ELL students in grades 1-5 will show an improvement in the reading and writing portions of the NYSESLAT.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Newcomer students will receive at risk supplemental reading and vocabulary support during extended day using a small group approach. • Resources will be purchased to support reading and language instruction for groups of students based on language levels determined by the NYSESLAT. • At risk ELLs will receive supplemental reading and writing instruction during the day using ESL intervention teachers. • Data coach will meet with teachers to review assessments like the NYSESLAT and ELL predictive to form plans for instruction. • Teachers will review assessments like the ELL predictive to determine short and long term language goals in order to differentiate instruction. • ESL coach will conduct lab-sites with ESL, Bilingual and general education teachers with ELL students on teaching reading on using language scaffolds. • ESL and Bilingual Planning Committee will include language scaffolds based on NYSESLAT within reading and writing curriculum planning maps. • A supplemental test prep reading and writing program will be provided after school for students using ESL and Bilingual certified teachers. • Students will acquire more content area vocabulary by implementing a Brooklyn Museum partnership. • Residencies such as Making Books Sing will be purchased to support oral language development and writing through role play and script writing. • Parent Workshops will be conducted on developing oral language at home by the parent coordinator and ESL coach. • Study groups on correlating ESL and new ELA Common Core Standards and creating scaffolded language activities will occur with ESL, Bilingual and general education and special education teachers who work with Ell students.

	<ul style="list-style-type: none"> • Parent ESL classes will be provided after school for parents who wish to learn the English language. 	
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Title I SWP-teachers salaries, literacy coaches <ul style="list-style-type: none"> a) Title III- per session and OTPS resources, parental involvement, ESL classes b) TL FSF-teachers salaries c) Contract For Excellence-literacy coaches, AUSSIE consultants, Teachers College membership fee d) TL Data Specialist – per session 	
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ol style="list-style-type: none"> 1. Movement in reading levels logged into Teachers College Pro. 2. Improvement in NYSESLAT scores. 3. Growth on ELA and ELL Predictives. 4. Improvement in ELA scores. 5. Gains made on School Progress Report. 6. Increased progress on writing on demand assessments 	

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT
FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL
C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	125	-	N/A	N/A			3 (pending consent)	200
1	136	10	N/A	N/A	3			167
2	136	33	N/A	N/A	2		1(pending consent)	167
3	159	30	N/A	N/A				168
4	134	58						155
5	123	69						162
6								
7								
8								
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p><u>At-risk Speech</u> Three speech teachers will screen at –risk students who display speech and language delays. If the schedule permits speech providers will also provide small group at risk speech services to students who are experiencing difficulty with receptive and expressive language during the school day.</p> <p><u>At risk Occupational Therapy:</u> Two occupational therapists will provide occupational therapy screening during the day to students who have been identified as having delayed fine motor skills. They provide pre referral interventions to students in need of services. The occupational therapist provides short term class lessons for kindergarten classes to assist in strengthening students fine motor skills.</p> <p><u>Supplemental Reading Services:</u> Three licensed reading teachers provide small group instruction to at-risk students and hold overs in grades K through five during the school day. One reading teacher will service at risk students who have been retained in 1st and 2nd grade. The second reading teacher will service grade 3 students who are reading level G and H books based on TC running record assessments. The third reading teacher will service 4th and 5th grade level 2 and some at risk level 1 students, whose ELA scale score are range from 625-649. Students are instructed through components of balanced literacy such as shared reading, guided reading based on Fountas and Pinnell levels, Words Their Way phonics lessons, comprehensive strategy lessons and comprehensive games. The Foundations Program will be implemented in K and 1st grade.</p> <p><u>AT- Risk SETTS:</u> Two trained special education teachers will provide small group instruction to at risk students during the school day. Parts of the Wilson program are used to instruct at risk students in literacy. Providers also use the Reading A-Z program to assess reading skills and supplementary math skills.</p> <p><u>Title III Supplementary After School Program/ELL Intervention Services for grades 2-5:</u> After school teachers provide small group instruction to at-risk English Language Learners three times a week after-school. The program is designed to enhance literacy and math skills and develop grade appropriate English vocabulary. Instruction is also geared to prepare students for the NYSELAT.</p> <p><u>After School Program/Test Prep as a Genre – Grades 3, 4 5:</u> Title I after-school teachers provide small group instruction to at-risk students in grades 3, 4, and 5 after school. Instruction focuses on preparing students to apply test taking strategies on the New York State ELA</p>

	<p>and Math standardized tests.</p> <p><u>Extended Day/Small Group Intervention Grade K through 5:</u> Extended day teachers provide 37.5 minutes small group instruction to at-risk students. Monday through Thursday before the school day to students in the bottom third in ELA. The following intervention approaches/programs are implemented based on the needs of the students: components of balanced literacy such as shared reading, guided reading and strategy lessons; word work using Words Their Way and Fountas and Pinnell. Phonics lessons are modified to target specific skills. Awards Program, On Our Way to English Program, Rosetta Stone Computer Program, Leap Frog, STARS and test prep materials, Foundations and Wilson Program are other supplemental programs used.</p> <p><u>Inquiry Team/Small Group Intervention:</u> Inquiry Team members provide small group instruction to Level 2 ELL students and Former ELL students in grades K through 5. NYSELAT Listening/Speaking and Reading/Writing scores are being analyzed to determine the specific areas of weakness. Ell students will be grouped by need and the teacher will target specific skill and strategies within the intervention.</p>
<p>Mathematics:</p>	<p><u>Extended Day:</u> Extended Day teachers provide small group instruction to students displaying difficulty grasping mathematical concepts during the 37.5 intervention block before the school day to students who are in the bottom third in math. Some teachers will provide math intervention 2 days a week and others will provide math intervention during the spring term. Two cluster teachers will provide supplementary math intervention to L1 math students grades 3-5 during extended day Classroom teachers will modify Everyday Math lessons using hand-on materials and implement Everyday Math games in small groups and on individual computer programs to develop mathematical thinking. The two Cluster teachers will provided modified supplementary Everyday Math lessons, use the NYC coach to supplement lessons and Options materials for grade 5. .</p> <p><u>IEP Teacher</u> (Pending caseload) One trained special education teacher will provide services to at-risk students who display difficulty grasping mathematical skills during the school day. The teacher will modify Everyday Math lessons by using manipulatives and math games to develop mathematical concepts. Repetition is used to build recall ability.</p> <p><u>At-Risk SETTS:</u>(pending caseload) A trained special education teacher provides services to at-risk students during the school day. The teacher modifies Everyday Math lessons using manipulatives and games.</p> <p><u>Title III Supplementary After School Program/ELL Intervention Services for grades 2-5:</u> After school teachers provide small group instruction to at-risk English Language Learners three times a week after-school. The program is designed to enhance literacy and math skills and develop grade appropriate English vocabulary. Instruction is also geared to prepare students for the NYSELAT.</p>

	<p><u>After School Program/Test Prep as a Genre – Grades 3, 4 5 pending funding:</u> Title I after-school teachers provide small group instruction to at-risk students in grades 3, 4, and 5 after-school. Instruction focuses on preparing students to apply test taking strategies on the New York State ELA and Math standardized tests.</p>
Science:	<p><u>Non fiction instructional focus</u> Students will participate in guided reading intervention with a focus on nonfiction.</p>
Social Studies:	<p><u>After School Library Program</u> Twenty five Level 1 third grade ELA students will participate in an afterschool library program with 2 trained teachers and one paraprofessional. The focus will be on literacy in the content areas.</p>
At-risk Services Provided by the Guidance Counselor:	<p><u>At-Risk Counseling:</u> Two guidance counselors will provide at-risk counseling to students who experience behavior difficulties in a general education classroom. Counseling services will be provided in the guidance office during the school day. They equip students with strategies to control certain behaviors and perform academic tasks successfully. Their goal is to develop a well-adjusted child who demonstrates success in a classroom environment.</p> <p><u>Crisis:</u> Two full time guidance counselors are available for specific crisis intervention. The guidance counselors will provide support for students who experience a death in the family, a traumatic experience, an argument with a peer as well as other mediations during the school day.</p>
At-risk Services Provided by the School Psychologist:	<p><u>Small Group Counseling for High Risk Behavior Students:</u> The School Psychologist's focus will be to improve student communication skills and create behavior plans to reflect their actions with others and learn methods of how to monitor themselves.</p>
At-risk Services Provided by the Social Worker:	<p><u>Small Group Counseling for High Risk Behavior Students:</u> The School Social Worker focus will work with families and students to improve their communication skills and create behavior plans to self monitor their children's actions.</p>
At-risk Health-related Services:	<p><u>Primary Mental Health Project Program</u> A trained paraprofessional provides support from Kindergarten through 2nd Grade to students who have adjustment difficulties in school. The Primary Mental Health Project Program focuses on improving the emotional needs of K-2 students during the school day.</p> <p><u>Lutheran Counseling Program:</u> Two Lutheran child psychologists provide counseling services to students who experience emotional traumas in their life and display severe behavior difficulties during the school day. These two psychologists</p>

	<p>collaborate with staff and parents in order to provide the child with tools to function successfully in school and at home.</p> <p><u>Lutheran Medical Center/PS 1 Clinic:</u> A Lutheran medical health care provider oversees the welfare of health related issues to all students during school hours. The nurse practitioner provides vision and hearing screenings and provides outreach and health education to parents and staff members.</p> <p><u>Lutheran Dental Clinic/PS 1 Clinic</u> A Dental Clinic will be made available at the school site on an as needed basis. The Clinic will be available 5 days a week for dental screening and dental services.</p>
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APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s): K-5 Number of Students to be Served: 380 LEP 1055 Non-LEP

Number of Teachers 82 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Our state assessment data and 2009-2010 NYSESLAT scores all demonstrate the need for targeted reading and writing intervention within the ELL population in grades 2-5. A review of our data shows 86% of second grade, 96% of 3rd grade, 96% of 4th grade, and 97% of 5th grade ELLs are all reading at level 2 or below according to our school wide Teachers College Assessment Benchmarks demonstrating the need for reading and writing instruction. Our students made steady gains on the Listening and Speaking sections of the NYSESLAT with 12% more on each grade level in grades 2-5 gaining proficiency. Unfortunately, students are not making the link between their listening and speaking ability and their reading and writing abilities. Intervention needs to be provided over the four modalities so the connections between oral and written language become clearer and more explicit.

Based on hand scoring of the **LAB-R, 52% of our Kindergarten class will be entitled to ESL services for a total of 88 ELLs.** A Kindergarten ELL class is also made up of **30** students with little to no spoken English and suspected of having Newcomer Status. Finally, **13%** of our incoming Kindergarten ELLs have Asian/Pacific Islander (8 Chinese, 2 Urdu, 2 Bengali) Home Language. This data marks a population and proficiency change within our building. Unlike other grade levels that enter with higher oral language proficiency, students within the 2009-2010 Kindergarten class will need significant support building oral language and literacy skills.

As a result, we will use the majority of our funding for Reading and Writing support for our English Language Learners in grades 2-5. A 10 week, 32 session After School Program will support our ELLs in literacy, Math, and NYESLAT test preparation. Monies will also be spent to fund an ESL Committee, made up of ESL and Bilingual teachers that will come together monthly to plan with the ESL coach. Their focus will be on adapting the reading and writing curriculum and creating supplemental materials to target ELLs in grades K-5. Additionally, a small portion of the funds will be spent on an Artist Residency Program entitled “Making Books Sing”. Our hope is that through theatre, song, and movement our ELLs in grades K-1 will explore literature and content.

Grades 2-5 After school 1/24-4/13

An after school program will run for 10 weeks, a total of 32 sessions, consisting of 17 staff members (15 teachers, 1 coach, 1 supervisor) for grades 2-5. The program will be held Mondays, Tuesdays, and Wednesdays from 3:15-4:15. The program will begin on January 24th, 2011 and end on April 13th, 2011. The primary goal would be to help students develop strong reading, writing, and math skills through small group, data driven instruction. Small group Math literacy sessions will be taught every Monday for 32 sessions. On Tuesday and Wednesday for the first 15 sessions teachers will use Benchmark’s Comprehension Packs, a program that integrates shared, guided, and independent reading around content area themes. During the last 15 sessions, teachers will dedicate their instruction to direct NYSESLAT test preparation using the Attanasio and Associates “Getting Ready For the NYSESLAT,” text. Positions will be offered first to teachers serving under their ESL and Bilingual license. At least two groups will be solely reserved for newcomer and SIFE students. These groups will be based on recent ELL predicative scores, informal language assessments, and Teachers College Assessment reading levels and may include native language support. All other groups will be based on grade level ELL Predictive Data, and TCWRP reading levels and will be taught

predominantly in English. One planning meeting will be provided so teachers can plan instruction. A literacy coach will be available to assist in planning instruction and modeling effective practices. A supervisor will also be present to help with the coordination and supervision of the program since this is the only instructional program in the building after school.

Students will be involved in inquiry-based activities, which will help them develop critical thinking skills. Lessons will be created on scaffolding reading, writing, listening and speaking using NYSESLAT and ELA test materials from Attanasio & Associates workbooks and Benchmark Comprehension Bags. Teachers will use NYSESLAT test preparation materials to provide instruction on test taking strategies in reading and writing, and use the components of balanced literacy to support academic language acquisition. The Benchmark Comprehension Bag contains theme based big books for shared reading and writing, multiple copies of books and sets for guided reading and independent reading for children in need of more support in this area. The plan of instruction will consist of the following for each day:

- I. One scaffolded mini-lesson (Skill instruction, Shared reading, Shared Writing)
- II. Independent practice
- III. Whole group and/or partner share
- IV. Small Group Instruction (guided reading and learning centers)

Making Books Sing

“Making Books Sing” is a non-profit organization that uses literature and content area studies to bring theatre, song writing, and movement into the classroom. A bilingual teaching artist will collaborate with ESL and TBE classroom teachers to plan a student led performance based on a text from the curriculum. Three lower grade classes will participate in a 6 week session that includes tickets to a performance provided by the company, and 6 artist run sessions in which students will study and adapt one text. Teachers may choose a content area text such as a folktale from a country they are studying or a piece of historical fiction. The goal is to explore a variety of reading skills including story elements, character, and word choice, in a way that allows for oral language development and whole class participation. Additional after school planning session for teachers will be provided. The planning sessions will be held with the 3 teachers and 1 coach facilitator.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Professional Development

This year the focus of our professional development will be on improving our ELLs in their English Language acquisition in order to increase their scores on the ELA, Math, Science and NYSESLAT examinations. In order to best prepare students for these challenges teachers must be given the opportunity to engage in rigorous planning and collaboration with colleagues. A monthly ESL Committee will be formed to exam the current units of study and supplement it with ESL scaffolds and materials. Per diem monies will be used to obtain substitute teachers to cover classes for planning sessions.

Additionally, we will also fund two opportunities for teacher development and growth. Two study groups of no more than 5 teachers will be proposed. The following groups will be formed based upon interests, funding, and needs of students and teachers:

ESL and the Common Core Standards

A four week group focused on examining the new Common Core Standards and the implication for ELL instruction. Members will be asked to do a close read of the standards, as well as other supportive professional material. The goal of the group would be to begin to plan ELL scaffolded units that align to the common core.

Words their Way for ELLs

Word Study is an essential part of balanced literacy and building strong independent readers. Many of our ELLs struggle and stagnate on lower reading levels due to poor Word Study skills. A four week study group would focus on creating dynamic, and differentiated instruction for our ELLs that meets both their language and literacy needs. Participants would be expected to use this time to seek advice from coaches and colleagues, create materials, and research new method for implementing a strong Word Study program in their classroom.

Parental Involvement

After assessing the needs of our students, it has come to our determination that many of them come from homes where learning in English becomes difficult due to the fact that their parents are not English proficient. In fact, the majority of our students come from homes where the first language is Spanish and most of the activities conducted at home are in the student's native language. Therefore, this year we would like to offer Parent ESL workshops. We would hire two ESL teachers to conduct the program at a per session rate. The workshops would occur from 3:15 p.m. to 4:15p.m.on Tuesdays and Wednesdays. The program will commence on January 24th and end on April 13th, which would consist of 22 sessions. The program would focus on adult themes and socialization. We would conduct field trips and community walks to immerse the parents with environmental print and provide opportunities for them to practice the English language. We would purchase instructional materials to support the program including picture cards, books and realia to help scaffold the instruction. We would use software from Rosetta Stone to help develop computer literacy and practice language acquisition skills. A paraprofessional would be hired for the 19 sessions to work with the children after school while their parents are in the ESL program. The paraprofessional will conduct read alouds and homework help with the students.

In an effort to educate parents of our bilingual and ESL students, our bilingual teachers will collaborate with the ESL coach to host a special series of parent workshops. These workshops will be teacher led and provide parents with a practical and theoretical framework for bilingual

education. Workshops in this series include: “Welcome to Bilingual Education,” “Supporting Readers in Any Language,” “Math at Home”, and “Testing and the Bilingual Child; you rights and responsibilities”. Monies will be used to pay our teachers Per Session to plan and facilitate these workshops.

Section III. Title III Budget

School: PS 001 BEDS Code: 331500010001

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 	\$44,459.15	<p>ESL After school Program (1/24-4/13) <u>Teacher Training Meeting</u> 15 teachers x 49.89 x 1 hour x 1 day =748.35</p> <p><u>Instructional After School Program</u> 32 days x 15 teachers x 1 hour x 49.89= 23, 947.20 32 days x 1 supervisor x 1 hour x 52.21= 1670.72</p> <p>Word Study Group (January) 5 teachers x 1 hour x 49.89 x 5 days = 1,247.25</p> <p>ELLs and the Common Core Study Group 5 teachers x 1hour x 49.89 x 5 days = 1,247.25</p> <p>Parent ESL Classes (1/24-4/13) 2 teachers x 1 hour x 49.89 x 22 days = 2195.16 1 paraprofessional x 1 hour x 28.98 x 22 days= 637.56</p> <p>Bilingual Parent Workshop 7 teachers x 2 hours x 1 day x 49.89=698.46</p>

		Monthly Curriculum Planning 12 teachers x 6 days x 167.60= 12,067.20
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	\$3550.00	Making Books Sing 3 classes x 6 sessions x 175.00/per session = 3550.00
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	\$7590.85	ESL Instructional Program Materials – 7590.85
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$55, 600.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

As stated in our school report card and from our Home Language Surveys, 91.4% of our school population is Hispanic and 4.9% is Asian. These parents/guardians need verbal and/or written information to be translated so that they may be informed of current curricular mandates, testing, current events and procedural policies. We have one parent who needs sign language interpretation.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.
 - At school workshops
 - At classroom curricular events
 - Through individual meetings guidance, teacher, parent meetings, Parent Teacher Conferences and IEP meetings
 - PTA Meetings
 - School Leadership Committee
 - School events and activities

Part B: Strategies and Activities

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

Data from our school's ongoing Home Language Survey and through informal assessments conducted by our parent coordinator, indicate the need for ongoing Spanish/English translation services at both 1:1 and group meetings. We also have a need for Chinese, Arabic and sign Language Interpreters. All written documentation in Spanish will be translated by designated school staff. Documents to be translated into languages other than Spanish will be sent to the Translation Unit within three weeks of the date of distribution.

7. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.
- During school time, the bilingual parent coordinator, bilingual paraprofessionals, school aides, and/or secretaries will provide Spanish/English translation services. For interpretation of languages other than Spanish, we will contact the interpretation unit as needed over the phone.
 - Before and after school Spanish/English translation services will be provided by our parent coordinator and/or Family Worker. Bilingual staff members are always available.
 - We will also be requesting interpreters from Central for parent teacher conferences.
8. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Under Chancellor's Regulations No.A-663, the school will contact the Translation Unit to request interpretation as needed on a daily basis. Requests for translation of languages not ongoing (other than Spanish) for informal and formal meetings should be made in writing and directed to the parent coordinator at least two days in advance to the meeting to arrange for interpreters. Title I Translation monies will be used to obtain an interpreter for the parent meeting. All written documentation in Spanish will be translated by designated school staff. Documents to be translated into languages other than Spanish will be sent to the Translation Unit within three weeks of the date of distribution.

The translation and interpretation Unit shall maintain records of all language assistance services it provides, including, but limited to:

1. The number of distinct documents that it translated into the covered languages and the general nature of such documents;
2. The number of meetings at which it provided interpretation services and the language for which it provided such services;
3. Its annual budget for language assistance services;
4. The number of Department employees whose full time job is to provide such language assistance services; and
5. The number of times interpretation services were provided by telephone, and the languages in which such services were provided

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$960,190	\$246,409	\$1,206,599
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$9,602	\$2,464	\$12, 066
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$48,010	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$96,775	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 98.3%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.
- Provide a mentoring program to support new teachers.
 - Monitoring the certification process to ensure all teachers will meet necessary certification requirements as specified by N.Y.S.
 - All teachers will be subject to both formal and informal observations and/or Annual Performance Review
 - On-going individual conversations with administration of best practices
 - Teachers will be offered opportunities to obtain their necessary credentials through the Title I allocations.
 - Provide professional development opportunities to support student and teacher needs

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Public School 1 is committed to active parental involvement. We recognize that the education of each student is a responsibility shared by the school and the student's family. It is our belief that parents play an important part of their children's academic success. While it is the responsibility of the school to provide a high quality curriculum and instruction in a supportive learning environment, parents must play a supportive and active role at home. To accomplish our objective of a high quality education, we will develop and maintain partnerships with parents and community members. A positive link between home and school will create the most conducive learning condition for every child. In keeping with these beliefs, it is our intention to cultivate and support active parental involvement in student learning.

Public School 1 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children through a survey.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part B parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency students, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable, uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.

- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
- Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, thereby ensuring—
 - that parents play an integral role with assisting in their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
 - that parents carry out other activities as described in section 1118 of the ESEA.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. Public School 1 will take the following actions to involve parents in the joint development of the District Parental Involvement Plan (contained in the RDCEP/DCEP Addendum) under Section 1112 – Local Education Agency Plans of the ESEA:
 - During our monthly executive board meetings and school leadership meetings, we will be informing members of new educational policies which have an effect on our students. We will make decisions on how to carry out these policies to meet the needs of our students.
2. Public School 1 will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:
 - P.S.1 has an PTA Committee, and a School Leadership Committee. We review and evaluate goals and objectives for the year and include them in our annual CEP.
3. Public School 1 will coordinate and integrate parental involvement through our Pre-K Super Start Program by creating a lending library for students in Pre-K thru5. This will be managed and organized by the Family Worker and Parent Coordinator. We will also have the following:
 - Individual parent meetings.
 - Monthly after school parent meetings are offered to the entire school community with a social/emotional instructional focus.
 - Parental meetings on program choices for our ELL students (ESL staff, Bilingual staff).
 - Extending childcare during our parent workshops.
 - Creating a parent room and work area for parent workshops.
 - During school time Technology Program for parents.
 - Providing ESL classes after school with child care.
 - Provide workshops using ARIS Parent link to show parents how to use it to monitor their child’s progress.
 - Monthly Fabulous Friday Program is open to all K-5 parents to develop a home school link.
 - Phase 1 informational meetings will be held for parents who have students with IEP. Individual meeting times will be made available to parents upon request.
 - Parents will be informed of educational community activities that will support student learning (Eg. TC Parent Day, CBO activities)
4. Public School 1 will conduct an annual evaluation at the end of May of the content and effectiveness of this parental involvement policy for improving the quality of its Title I Part A program. The evaluation will include identifying barriers that might interfere with the participation of parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English

proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation to design strategies for more effective parental involvement, and to revise, if necessary its parental involvement policies.

- A mid-year survey will be conducted to determine parent needs.
 - An evaluation will be given at the end of each workshop for the purpose of reviewing quality of instruction. (Was it purposeful? Did we meet the needs of the parents?)
 - An evaluation will be conducted at the end of the year to determine from the attendance if there has been an increase in parental involvement.
 - An end of the year survey will be conducted to determine if we are meeting parent's needs based on our initial survey given out in the beginning of the year.
 - Help identify strengths of parents in order to lead other parents in workshops and enrichment clusters with students.
5. Public School 1 will increase parental involvement in order to ensure an effective, supportive partnership with the school and the community. This will improve student academic achievement through the following activities:
- a. The school will provide assistance to parents in understanding topics such as the following:
 - The Common Core Standards;
 - The State's student academic achievement standards in reading , writing, and math;
 - The State and local academic assessments, Teachers College Assessments per grade, Wilson, Foundations and Predictives;
 - Monitoring their child's progress, and continuing supporting them at home (Math Games, E-Book Science);
 - How to use the internet (computer classes) and familiarizing them with internet safety rules.
 - Phase I reform
 - b. We will provide parental workshops given at the school level. Topics might include in each grade:
 - Literacy – Reading/Writing skills/strategies Test Prep (grades 3-5)
 - Math – Everyday Math and Math games
 - Word Work in all grades
 - Writing at home
 - Building study habits at home which include the Reading Log Contract
 - Reading with/for/by our children (to include a field trip to Barnes and Noble)
 - Parenting Skills – to include routines at home and coping with behavioral challenges.
 - ARIS Parentlink- monitor students' progress
6. Public School 1 will provide materials and training to help parents work with their children to improve their children's academic achievement.
- a. We will conduct technology classes to teach parents how they can use a computer to support their child's content learning.
 - b. Our literacy/math coaches and science teachers have agreed to provide workshops on their subject areas (by grade) to inform parents of their children's learning.
 - c. We will provide training to help parents select books for their children in our school library and also include a trip to their local public library, and Barnes & Noble as well as using our lending library.
 - d. We will provide Phase I workshops to educate parents on how to understand IEP recommendations and goals.

7. Public School 1 will educate its teachers, pupil services personnel, and other staff on how to reach out to communicate with and work with parents as equal partners.
 - a. Provide workshops in literacy and math to build home school links.
 - b. Inform parent of the Fabulous Friday schedule.
 - c. Create and develop games in Literacy and Math appropriate for their grade.
 - d. Parent teacher conferences are conducted twice a year.
 - e. Provide monthly newsletters and calendars to inform parents of school activities

8. Public School 1 will coordinate and integrate parental involvement and activities for preschool youngsters and their parents. We will conduct and/or encourage participation in activities in the Parent Room:
 - a. Our family worker, in collaboration with the parent coordinator, will maintain a lending library for Pre-K-5 including specific programs for our ELL/special needs population. The lending library will be opened, operated and maintained daily and run by parent volunteers.
 - b. Parent workshops will be provided to teach parents activities they can do with their child at home in order to support student learning.
 - c. The Pre-K social worker will conduct parent workshops on child development

9. Public School 1 will ensure that all information will be related to parents in their language to promote their understanding and comfort.
 - a. All correspondence given to parents will be translated into Spanish and other languages as needed. Translation services will be provided for parents meetings and parent teacher conferences.
 - b. Monthly calendars will be distributed informing parents of current events.
 - c. Translation services are made available thru a telephone hotline and Legal Interpreting Services (LIS)

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Public School 1 will:

- Provide activities that will educate parents regarding the intellectual and developmental needs of their children. These activities will promote collaboration between the school and parents to furnish learning opportunities and disseminate information regarding parenting skills and child/adolescent development.

- Implement strategies to involve parents in the educational process, including:
 - ✓ Keeping families informed of opportunities for involvement and encouraging participation in various programs (Intervention, Test Prep, Literacy and Math Workshops).
 - ✓ Providing access to educational resources for parents and families to use with their children. (Test prep, book leveling, choosing Just Right Books developing reading and writing habits).
 - ✓ Keeping families informed of the objectives of district educational programs as well as of their child’s participation and progress within these programs: (e.g. Intervention, Assessment Data, Promotional Policies, Phase I, State Standards, and proper placements of Programs).
- Enable families to participate in the education of their children through a variety of roles. For example family members may:
 - ✓ Parents may volunteer their time in school events such as:
 - Class trips
 - Fund raising
 - Book Fairs
 - Lending Library
 - School Mascot
- Provide professional development opportunities for teachers and staff to enhance their understanding of effective parent involvement strategies. (Parent/Teacher Conferences)
- Provide information in a language understandable to parents. (Translation Interpretation Allocation)
- Provide grade level learning objectives and goals to all parents. All students are expected to work toward mastering these objectives (e.g. workshops on literacy, Math, Science) within their grade. Parents need to know what is expected to meet promotional criteria. (Curriculum Week)
- Provide parents time to meet with all teachers on an appointment basis in order to familiarize parents with curriculum, assessment data and make parents aware of their children’s proficiency levels.
- Develop a parent involvement program, which provides parents with educational materials. These materials will enable families to share reading and writing activities together at home.
- Build a partnership between parents and school by practicing “Open Door Policy”.
- Provide computer and ESL classes..
- Parents will be responsible for supporting their child’s learning. They will monitor their use of video games and television. They will oversee the completion of their homework and help them with the corrections. They will read with their children every day.
- Parents will be responsible for providing their child with a healthy diet, and regular yearly check up (dental, visual, physical).
- Parents will provide the school with changes due to moving, family structure or illnesses, update address, phone numbers.
- Parents will keep up with the required immunizations.

Required School-Parent Compact Provisions

School Responsibilities

Public School 1 will:

- Provide a high quality curriculum and instruction in a supportive and effective learning environment that enables children to meet the State’s student academic achievement standards as follows:

- Continue working side by side with Teachers College and their staff developers.
- Continue supporting our teachers by supplying materials and resources needed to deliver proper instruction.
- Plan professional development using our school data indicating our students' needs.
- Send staff to visit schools and Teachers College.
- Provide time to plan with colleagues and create a learning community.
- Hold parent-teacher conferences to discuss their children's progress.
 - During the months of November and March, we will hold parent-teacher conferences.
 - We will hold Curriculum Week meetings. These meetings will be held for one whole week during the month of September allowing parents with two or more children to meet with each child's teacher.
 - We will have additional meetings with our ELL parents and our Special Education population conducted by our SETTS and ESL coordinator.
- Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - We will have teacher conferences and updated reports from service providers as needed.
 - Student progress reports will be distributed on a monthly basis.
 - Parents will be able to have access to computers in the Parent Room in order to use ARIS ParentLink for viewing their child's progress in school.
 - We will also have our Parent Coordinator, School Based Support Team, Guidance Counselors, and PPC available as needed to address individual concerns and provide suggestions and other options parents can choose from.
- Provide parents reasonable access to staff members. Specifically, staff will be available for consultation with parents as follows:
 - By appointment and during parent-teacher conferences.
 - Depending on the circumstance, coverage can be provided and additional staff can be requested to participate in these meetings.
 - The parent coordinator and family worker will use the Parent Room to care for young children while their parents are meeting with teachers or attending workshops provided by the school.
- Provide parents opportunities to volunteer and participate in school. Observe classroom activities with their children.
 - We will recruit interested parents to become volunteers in our classrooms, to participate in enrichment clusters.
 - "Fabulous Friday" is an opportunity to participate and observe classroom activities with children. Once a month (last Friday) parents are invited to interact in a classroom activity (Math, Reading and/or Cultural Events).
 - We also have our monthly writing celebrations in all classrooms. Parents are invited to listen to and read their children's writing and other students' work. It offers them an insight into the teaching that goes on in the classroom.
 - We will conduct periodic surveys to evaluate our workshops and identify our parent's strengths and interests.

Parent Responsibilities

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

- Supporting my child's learning by making education a priority in our home by:
 - ✓ Making sure my child is on time and prepared everyday for school;
 - ✓ Monitoring my child's attendance;
 - ✓ Talking with my child about his/her activities every day;
 - ✓ Scheduling daily homework time;
 - ✓ Providing an environment conducive for study;

- ✓ Making sure that homework is completed;
 - ✓ Based on the school's reading contract, that my child reads daily at home and that his/her reading log is signed by me daily;
 - ✓ Monitoring the amount of television my children watch and what they watch.
- Participating in decisions relating to my children's education by attending monthly PTA meetings.
 - Participating in school activities on a regular basis.
 - Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school region either received by my child or by mail and responding as appropriate.
 - Reading together with my child every day.
 - Providing my child with a library card.
 - Communicating positive values and character traits, such as respect, hard work and responsibility.
 - Respecting the cultural differences of others.
 - Helping my child accept consequences for negative behavior.
 - Being aware of and following the rules of the school and region.
 - Supporting the school's Discipline Policy.
 - Express high expectations and offer praise and encouragement for achievement.
 - Providing a quiet work area in my home for my child to do his/her work.
 - Monitoring my child's reading everyday as stated in the reading contract.

SIGNATURES:

SCHOOL

PARENT(S)

STUDENT

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

7. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

Each year a comprehensive needs assessment will occur to review the trends within the data of the school, identify strengths and areas of concern. The data will be compiled by the data coach and presented to the administration and instructional cabinet. The data coach in collaboration with the administration will interpret data from State and City exams to understand the needs of our students which can help us create programs, purchase resources and determine types of personnel for positions to support our students. Also, we will use the Quality Review, Progress Report and the Learning Environment Survey as part of the needs assessment. Based on assessment patterns, especially in areas of concern, school goals will be created and action plans will be developed to adhere to the needs of the school. Professional development, academic intervention services and parental involvement plans will be created based on the school goals. Structures for implementing school goals will be planned and monitored by the school instructional cabinet and administration on a monthly basis.

8. School-wide reform strategies that:

- e) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- f) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.

At PS 1, there is an alignment between the New York State Learning Standards, the implemented curriculum, assessment and instruction. Our goal is to improve literacy and mathematics outcomes for all students, including second language learners and students with special needs. Our standards-based balanced literacy and mathematics programs focus on the development of reading, writing, listening, speaking and mathematics skills. Using the standards and periodic assessments as a guide, instruction is implemented through comprehensive, differentiated literacy and mathematics programs for all students in grades Pre-K-5. This will result in all students reading at or above grade level by the end of fifth grade.

To support all students in the testing grades, additional units have been included in the reading and writing calendar. These units contain test taking skills and strategies. Materials have been ordered to support the delivery of instruction during the school day and in after-school programs. Professional development opportunities have been provided for teachers, and workshops for parents, to familiarize them with the content, and strategies for ELA success. Materials have been purchased to support the reading and writing units of study and are appropriate to meet the need of all students, particularly ELLs, students with special needs, and struggling learners. In addition, our school Robin Hood Library is a resource, and provides teachers and students with a wide range of genres that are age appropriate, and culturally relevant.

To support K-2 students in meeting State academic standards in mathematics we use the Early Childhood Assessment in Mathematics (ECAM). Using this assessment data teachers implement differentiated Math Centers on a daily basis to develop Counting, Numeration, and Addition and Subtraction skills. We also focus on developing students' mathematical communication skills through the use of weekly math journal tasks in all K-5 classrooms. These tasks have been designed by our teachers to provide rich opportunities for students to develop process skills such as problem solving, reasoning mathematically, proving mathematical relationships, communicating mathematically, making mathematical connections, and representing mathematical ideas in a variety of ways. In addition, assessment practices encourage student reflection and self-assessment based on State Standards. Math rubrics, developed by teachers, are used in all K-5 classrooms to convey expectations to students, to encourage students to set goals for their learning, and to self-monitor progress.

Classroom and out of classroom teachers provide continuous additional support for students in our extended-day morning program. Small group instruction is provided in the form of reading strategy lessons and guided reading. This ensures that students are given extra practice time for strategy work to tackle challenging texts. In addition, students are given greater opportunities to move up in reading levels through teacher support in guided reading groups.

There are push-in services for our English Language Learners as well as after-school programs. An after-school program is provided for grades 2-5 students using Title III funding. Resource room instruction is provided for children with special needs. The ESL and bilingual teachers meet periodically with an ESL coach to discuss standards, scaffolds, and alignment to school curriculum expectations.

9. Instruction by highly qualified staff.

Based on the data found in our school's demographic and accountability snapshot for the 2008-2009 school year, 98.3% of our core classes are taught by "highly qualified teachers," of which 88% have a Master's degree or higher and over 58% have more than five years of teaching experience.

Teacher turnover rate, as indicated by our NYS Report Card, indicates that teacher turn-over rate is a cause of concern for our school. In 2006-2007 our turnover rate was at 7% and in 2007 – 2008 it increased to 14% of which nearly 31% of those leaving had less than five years of experience.

To address this issue we recruit teachers, when possible, from organizations like Teach for America, and universities such as Teacher's College and Bank Street, which provide ongoing and highly qualified training to support the needs of new teachers and expectations of New York City schools. Additionally, we consider candidates recommended by other teachers in our school, so that incoming staff members have an idea of the culture and expectations. This practice ensures that new staff members are a good fit for the building.

As part of new teacher development, we have mentors that provide support to brand new teachers, as well as some teachers who are new to our school. Each mentor supports the new teacher they are assigned with at least one in class session and a professional planning/mentoring period a week. Mentors meet on a monthly basis with an administrator to discuss structures for supporting the new teacher, as well as making sure the teacher has access to the appropriate resources for success. As part of mentoring, new teachers also receive 7.5 hours of ESL training.

Further support for new staff members is provided by two literacy coaches, a data coach, an Aussie math consultant, as well as a coach who specializes in ESL methodologies. These individuals are available to assist new teachers, effectively plan for the diverse needs of the students in their class as well as establish structures and systems that create a nurturing, yet rigorous learning environment.

Finally, teachers also receive professional development from Teachers College Staff Developers and attend out of school workshops in literacy, math and ESL.

These supports are in place to help ensure teachers are supported and developed to the fullest degree possible. We strongly believe that creating a supportive, learning environment, especially for new teachers, will reduce the teacher turn-over and enable us to retain the high-quality professional staff we are investing in.

10. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

In order for our students to succeed in meeting the State's student academic standards it is vital that as a school we provide high-quality and ongoing professional development for all those involved in educating our children. To this end, we have a four Coaches, each with an area of specialty, to support the ongoing professional growth of the over 80 teachers we have on staff.

Our primary grade and upper grade literacy coaches work to develop structures, routines, and support curriculum development in all literacy related subject areas. On going meetings with the grade literacy team core member and one additional teacher on a grade ensures there is a balance between the curriculum we use, school goals and student needs. Unit development is made accessible to all teachers electronically and is then turn-keyed at monthly curriculum meetings, so that all grade members and support personnel understand the pathway and rationale behind the unit. As a result of this partnership, teachers in addition to coaches, become a source of support to the teaching staff. Literacy Coaches also arrange inter-class visits that highlight best practices in action. These types of opportunities enable teachers to move from abstract to the concrete, capitalizing on the strengths of others to meet the needs of our diverse population of learners. These approaches ensure comprehensive, high-quality professional development.

Our Aussie math consultant works with teachers to model, co-teach, and plan the teaching and learning of mathematics, with a focus on developing math pedagogical knowledge and understanding of the Math Workshop model. Monthly meetings with a core math committee member and one additional teacher from each grade focus on ongoing analysis of grade level assessment data and alignment of math units and assessments with the Standards. The Aussie math consultant also facilitates Math Faculty Meetings at all grade levels on a monthly basis. During this school year these meetings will provide opportunities for all classroom teachers to participate in collegial visits to share and reflect on best practices.

Our data coach works to analyze trends for the school, each grade and class. Outcomes of data analysis are used to focus instruction based on the needs of students. These outcomes are shared at curriculum meetings and with coaches during regularly scheduled sessions. Additionally, the data coach works in ongoing cycles with teachers to look at formal and informal assessments to plan small group instruction based on students' needs. Strategies used are refined and scaffolds are put in place with the expectation of a gradual release of support so that students are making gains toward meeting state academic standards.

In 2009-2010 an ESL Coach was hired with the goal of raising the level of ELL instruction through professional development and one on one training. Continuing efforts from the previous year the ESL Coach will work with ESL self-contained, bilingual and general education teachers with a high level of ELLs or Former ELLS in their classrooms. The ESL literacy coach will work to integrate language scaffolds, vocabulary support and development, and culturally responsive materials into everyday instruction. The ESL coach will also work closely with primary literacy coaches to establish checklists and criteria that can be used to ensure that all teachers have structures in place that support ELLs. As the ESL coordinator, the ESL literacy coach also works to inform and train teachers on issues regarding ELL policy, assessment, and instructional mandates. In order to meet the specific needs of PS001k's bilingual program, the ESL coach facilitates monthly meetings to develop and support the building's six bilingual teachers. Through the DOE's Office of English language Learners and their relationship with BETAC, teachers and related service providers are able to receive this ongoing professional development. Our ESL coach has worked to create programs and initiatives that allow for this knowledge and training to be shared and demonstrated in common preps, turnkey, online, and on professional development days. In 2010-2011 The ESL coach will be coordinating after school study groups, open to teachers who are supporting ELLs. These groups which will be curriculum based will all be angled toward meeting the needs of our ELL population. This year's study groups include topics such as "Word Study for ELLs" and "ELLs and the Common Core Standards." Our goal is to create a more focused, systemic process of ELL professional development, building on the foundations of knowledge within our school as well as the specialized training and support our teachers receive from outside workshops and professional development offerings. Additionally, through online communities such as ARIS and TC Pro, information regarding our school's Language Allocation Policy, professional development offerings, ELL student data and implications for instruction, and materials and resources are all made public and accessible.

All coaches provide on-going professional development in a variety of ways. These include, but are not limited to, monthly curriculum meetings, study groups, labs-sites, voluntary sessions based on staff needs and interests. Coaches also, throughout the course of the school year, conduct focused cycle work which involves on-going support based on teacher's goals and needs. This work includes modeling lessons, side by side teaching, as well as one-to-one planning and guidance.

Additionally our school has fifteen Inquiry teams, whereby each teacher is a learner and a leader. Within these small groups, teachers are given the opportunity to work collaboratively on specific literacy-related skills using the Inquiry cycle to achieve school goals as well meeting student academic achievement standards. Included in these teams are three breakout groups who are focusing on language development and the Common Core Standards. The research, discovery and outcomes of the inquiry teams will be shared electronically and ultimately will be highly useful in serving our school community.

Finally, all teachers will have the opportunity to engage in Columbia University/Teacher's College Reading and Writing workshops and professional development. Two staff developers will coordinate in school study groups that will connect the reading and writing curriculum in order to meet the needs of diverse learners. We also send teachers to professional development provided by the Department of Education on Phase I, teaching of ELLs and teaching struggling students.

11. Strategies to attract high-quality highly qualified teachers to high-need schools.

In an effort to attract high-quality teachers to a high-needs school like our own, we turn, when possible, to organizations whose members are already stakeholders in our school community. We specifically look to organizations like Teach for America of whom we hosted for several years, and universities such as Teacher's College who has been providing on going professional development to our teachers for about a decade. We have formed partnerships with Brooklyn College and Teachers College to obtain student teachers into our school. Potential candidates for future positions are screened based on performance and knowledge by the cooperating teacher, coaches and administration.

Additionally, we consider candidates recommended by other teachers in our school, and from our network so that incoming staff members have a clear idea as to the population, climate and culture of PS001K. To date, these practices have been highly effective.

12. Strategies to increase parental involvement through means such as family literacy services.

Through the cooperation of Administration, coaching staff, teachers, and parent coordinators PS001k provides comprehensive parent outreach programs that promote family literacy, involvement, and education. These programs include opportunities like monthly open houses, parent workshops, English as a Second Language classes, and a free parent lending library.

Our parent coordinator collaborates with coaches and teachers to create hands-on parent workshops that are aimed to bring parents closer to the work in the classroom and provide tools to support their students at home. This year workshops include: Reading Readiness for K -1, Comprehension strategies with a focus on non-fiction reading Grade 2, Preparing Students for the NYS ELA grades 3-5, Developing Counting Skills for K, Developing Fluency with Addition and Subtraction Facts for Grades 1-2, Developing Fluency with Multiplication and Division Facts for Grades 3-5, Preparing Students for the NYS Math Test Grades 3-5, ARIS parent link and Understanding Student Progress Reports.

In an effort to educate parents of our bilingual and ESL students, our bilingual teachers will collaborate with the ESL coach to host a special series of parent workshops. These workshops will be teacher led and provide parents with a practical and theoretical framework for bilingual education. Workshops in this series include: “Welcome to Bilingual Education,” “Supporting Readers in Any Language,” “ Math at Home”, and “Testing and the Bilingual Child; you rights and responsibilities”.

In order to help families of ELLs support their children, PS001k offers ESL parent classes free of charge. These multi-media classes incorporate reading, writing, speaking, and technology to increase our families English Proficiency.

Finally, with support of our Parent coordinator PS001k offers a parent lending library with titles in over 5 languages. Parents are encouraged to borrow titles that support their student’s learning and language growth.

13. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

At the PS 1, we will provide children with ample time to prepare for the transition by providing an age appropriate curriculum that includes lessons on “change and transitions”. The curriculum will take into consideration the amount of time required for a 4-5 year old child to make a successful transition into Kindergarten. The staff and parents will work together to implement a smooth transition.

We will assist the children by:

- Planning: orientation meetings with elementary school programs, school & classroom tours of program for parents & children, parent workshops that will provide suggestion and tips to for them to assist their children on preparing for kindergarten and on the transition curriculum implemented at the school.

- Parents and children will provide support from the school social Worker to assist in the transition by providing workshops geared to the social- emotional aspect of the transition.
- School staff/administration will communicate with elementary schools to plan for class visits to kindergarten programs at the elementary schools.
- Initiate opportunities for inter and intra staff communication and exchange.
- Share information with staff at elementary schools on preschool program for continuity. Inter-visitations will be planned with the elementary schools

14. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

While our school does require certain assessments, such as TC Running Records be used throughout the building, on-going unit assessments are created by school committee teams. Literacy and Math committee team members, which are classroom teachers who work in conjunction with a coach, are the primary designers of all curriculum maps, rubrics and assessments that guide instruction in the building. These assessments are refined and revised to meet state standards and school goals. Additionally, for many of these assessments, systems for efficient data collection and analysis have been created so school, grade, and class learning profiles that pinpoint strengths and areas for targeted instruction can be made and used. The data coach, instructional team and grade teams review the assessments to determine trends and next steps within the school structures and curriculum.

15. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Assessment and targeted small group instruction for all students is a growing expectation and goal at PS001K. Teachers use on-going assessments such as running records, end of unit assessments, as well as informal observations and conferences to document and track student needs. Based on all of the aforementioned teachers routinely create and conduct small groups based on these needs. Moving towards setting SMART goals for students, teachers are now in the process of establishing systems and structures that document both need, progress, and growth. Other structures for identifying at risk students used an RTI approach include the One to one conversations with Assistant Principals (Tier I and II), the Pupil Personal Committee (Tier III), and instructional cabinet. These structures are implemented due to the school being identified as a Phase I school. Students are monitored within these school structures to determine their needs and develop action plans for small group instruction. Monthly intervention meetings are held with out of classroom intervention providers to determine student progress and set new goals as necessary. Inquiry team facilitators will be holding teacher led meetings on inquiry case studies on a targeted population.

16. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.
- Support services to “at risk” students in math and reading after the school day.
 - AIS will be provided to “at risk” students both before and after school by providing supplemental services such as: at risk reading and math programs, at-risk speech and at-risk counseling.
 - Special Education teachers will service those students identified as having special needs.
 - After School Tutorial will provide services for grades 3-5 “at risk” students after school.
 - Primary Mental Health Project (PMHP) for “at risk” K-2 students who are experiencing adjustment problems.
 - SETTTS and IEP teacher will service mandated and at-risk students during the school day.
 - Fair Student Funding to support cluster program such as Peace Education cluster, Health cluster and Peer Mediation.
 - Reading Program to provide supplemental support K-5
 - ESL supplementary support (pull out/push in model)
 - Enrichment clusters to support higher order thinking skills on a project based activity
 - Health Plus – provides health and nutrition programs to support parents in healthy decision making
 - Lutheran Health, Dental and Mental clinics which are located in our building to support our children and school community.
 - Service Under Schools Initiative – the school will nominate a community liaison (family worker) who will coordinate activities between the school and community. The liaison will make partnerships with soup kitchens, senior citizen centers, the Humane Society, hospitals and other organizations where our students conduct community service.
 - Center For Family Life and Salvation Army will provide after school enrichment activities as well as homework help.

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, 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 consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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>(i.e., Federal, State,</i>	Program Funds Are “Conceptually” ¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of
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Reminder: 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The intent and purposes of the Federal programs indicated on the above chart are as follows:

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$806, 560	✓	5,6,8,17-20,25,38-45,47-49,52
Title I, Part A (ARRA)	Federal	✓			\$243, 945	✓	5,17,18,39-45
Title II, Part A	Federal	✓			\$87, 621	✓	5,17,18
Title III, Part A	Federal	✓				✓	5,19-22,25-26,30-35
Title IV	Federal						
IDEA	Federal	✓			\$251,375	✓	5, 44, 52
Tax Levy	Local	✓			\$4, 955, 816	✓	5,6,17-22,25-27,47,49-52

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

-
- **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.
 - **Title II, Part A:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
 - **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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
 - **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

- b. Help provide an accelerated, high –quality curriculum, including applied learning; and
- c. Minimize removing children from the regular classroom during regular school hours;

- 4. Coordinate with and support the regular educational program;
- 5. Provide instruction by highly qualified teachers;
- 6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
- 7. Provide strategies to increase parental involvement; and
- 8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

For the 2010-2011 school year, there are **15** students who reside in Temporary Housing and are currently attending P.S.1.

2. Please describe the services you are planning to provide to the STH population.

We plan to provide the following services to the STH population:

- Extended Day
- Title III services and at risk services for those who are eligible.
- Primary Project counseling for those students in grades K-2
- At risk counseling for students in grades K-5.
- Metro cards for those who are eligible
- PTA will sponsor school related activities (eg. Trips, uniforms, Cap and Gowns etc.)
- Lutheran Health Services as needed.
- Supplemental AIS services
- Family support services from the Parent Coordinator, School Social worker and Family worker

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 001 The Bergen					
District:	15	DBN:	15K001	School		331500010001

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	11	
	K	v	4	v	8	12	
	1	v	5	v	9	Ungraded	v
	2	v	6		10		

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	141	143	36		94.1	95.0	94.3
Kindergarten	161	170	187				
Grade 1	187	183	180				
Grade 2	162	204	183				
Grade 3	155	152	193				
Grade 4	164	157	150				
Grade 5	138	158	157				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0				
Grade 12	0	0	0				
Ungraded	1	1	5				
Total	1109	1168	1091				

Student Stability - % of Enrollment:			
(As of June 30)	2007-08	2008-09	2009-10
	92.1	95.8	94.0

Poverty Rate - % of Enrollment:			
(As of October 31)	2008-09	2009-10	2010-11
	85.9	90.1	90.1

Students in Temporary Housing - Total Number:			
(As of June 30)	2007-08	2008-09	2009-10
	9	45	43

Recent Immigrants - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
	11	17	11

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	35	36	48	Principal Suspensions	36	23	13
# in Collaborative Team Teaching (CTT) Classes	59	60	66	Superintendent Suspensions	6	7	3
Number all others	53	54	59				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	89	103	TBD				
# in Dual Lang. Programs	0	0	TBD				
# receiving ESL services only	251	271	TBD	Number of Teachers	87	90	90
# ELLs with IEPs	10	76	TBD	Number of Administrators and Other Professionals	19	19	13

These students are included in the General and Special Education enrollment information above.

Number of Educational Paraprofessionals	6	7	15
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Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	80.5	72.2	78.9
				% more than 5 years teaching anywhere	59.8	58.9	62.2
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	86.0	88.0	88.9
American Indian or Alaska Native	0.1	0.0	0.0	% core classes taught by "highly qualified" teachers	77.7	98.3	98.6
Black or African American	1.6	1.5	2.5				
Hispanic or Latino	91.5	91.4	90.5				
Asian or Native Hawaiian/Other Pacific	4.9	4.9	3.9				
White	1.9	2.0	3.0				
Male	49.9	47.6	48.5				
Female	50.1	52.4	51.5				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial							
Students with Disabilities	vsh	v	-				
Limited English Proficient	v	v					
Economically Disadvantaged	v	v					
Student groups making	5	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					NR
Overall Score:	36.9	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	9	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	8.1	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	19.3						
<i>(Comprises 60% of the</i>							
Additional Credit:	0.5						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
 Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 409	District 15	School Number 001	School Name The Bergen
Principal Jennifer Eusanio		Assistant Principal Dana Cumella	
Coach Mary Tomac		Coach Jessica Murray	
Teacher/Subject Area Jacquelyn Wager/ESL		Guidance Counselor Wanda Soto	
Teacher/Subject Area Deborah Healy/ICT teacher		Parent Betzaida Mercado	
Teacher/Subject Area Nuala Pacheco, Librarian		Parent Coordinator Maribel Pina	
Related Service Provider Kathy Massar		Other Lynette Cartagena	
Network Leader Neal Opromalla		Other Caren Hinckley	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	11	Number of Certified Bilingual Teachers	6	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	3	Number of Special Ed. Teachers with Bilingual Extensions	2	Number of Teachers of ELLs without ESL/Bilingual Certification	1

C. School Demographics

Total Number of Students in School	1055	Total Number of ELLs	380	ELLs as Share of Total Student Population (%)	36.02%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Registration and Identification

ELL Identification at PS001K is completed by the ESL push in /pull out staff members and is overseen by the ESL Coordinator. Beginning in late May of the previous school year, licensed ESL teachers begin interviewing parents and completing HLIS forms for all parents who pre-register their students. Interviews are provided in their native language whenever possible. Our ESL team is bilingual in Spanish and Mandarin Chinese. All incoming students are interviewed and students whose HLIS are coded with a language other than English are flagged for placement. In the parent interview, an ESL teacher may inquire about a parent's placement preference or may make a recommendation for bilingual setting. If the parent expresses an interest in a bilingual setting, the information is noted and the child is temporarily placed in our bilingual class. The ESL coordinator collaborates with the school's pupil personnel secretary to place eligible students in either ESL self-contained or bilingual settings.

In September, two ESL push in / pull out teachers are stationed in the registration area to interview and complete HLIS forms for incoming students who did not pre-register. If space permits, all eligible students are placed in ESL self-contained or bilingual classes. If these classes are capped, students are placed in a general education setting and flagged for testing. During this period the ESL coordinator begins to compile the ESL rosters by cross checking classroom rosters with most recent NYSESLAT scores. All students are identified as either Beginner, Intermediate, or Advanced. This information is shared with the students' classroom teacher and related service providers. Proficient students are sent exit letters, and if necessary transferred to a general education classroom. Entitled students are assigned to an ESL push in/pull out teachers and send continued entitlement letters.

The ESL coordinator uses the information from pre-registration and the current registration period to identify and verify all ELL-E students. A testing schedule is created to ensure all students are tested with the English LAB-R within 10 days of enrollment. All tests are hand-scored to ensure proper placement. If students in the bilingual or ESL self-contained classrooms score above the LAB-R cut score, they are transferred to a general education setting. All students with a Spanish home language code who score below the English LAB-R cut scores are administered the Spanish LAB for placement and assessment purposes. All scores are recorded, packaged, and sent to the Office of Assessment by October 1st, 2010. When English LAB-R testing is complete ESL push in /pull out teachers commence mandated services. The ESL coordinator continues to administer the English LAB-R to students who enroll after the October 1st deadline.

Student Placement and Parental Selection

The following procedures are in place to ensure parents understand program options for the ELL.

Incoming K-5 09/08/10-10/13/10

If the student is eligible for ESL services as per LAB, the parents will be contacted by the school, informed of their students LAB-R score, and invited to a Parent Orientation Meeting. Two parent orientation sessions will be held; 9am and 6pm to ensure all parents will be able to attend. At these meetings parents will have an opportunity to screen the Parent Orientation Video in their native language. This video will provide information on the variety of ELL programs available to students by the New York City Department of Education. Parents will also be provided information about the research behind bilingual program and ESL program options. They will also have an opportunity to discuss the programming options with ESL intervention teachers, parent Coordinators, and the administration. All parents will fill out a parent selection form with their choice of program. The parent coordinator and family worker will be used to help parents fill out the surveys and translate as necessary. If the population demands, all attempts to schedule a DOE translator will be made.

Incoming K-5 -10/15/10- 06/28/11

If student is eligible for ESL services, the parents will be contacted by the school, informed of their students LAB-R score, and invited to a Parent Orientation meeting. Parent Orientation Meetings will be held on the last week of each month as necessary. At these meetings parents will have an opportunity to screen the Parent Orientation video in their native language. This video will provide information on the variety of ELL programs available to students by the New York City Department of Education. Parents will also be provided information about the research behind bilingual program and ESL program options. They will also have an opportunity to discuss the programming options with ESL intervention teachers, Parent Coordinators, and administration. All parents will fill out a parent selection forms with their choice of program. The parent coordinator and family worker will be used to help parents fill out the surveys and translate as necessary. If the population demands, all attempts to schedule a DOE translator will be made.

If parents do not attend one of the two Orientation meetings, the ESL intervention staff will make attempts to contact parents individually and schedule weekly appointments for parents to come and view the Parent Orientation Video and fill out selection forms until 10/31/10. After this date, parents will be invited to Parent Orientation Meetings at the last week of the month. If necessary report cards will be held until parents view the orientation video and return parental selection forms. In the case that all measure fail, a letter will be sent home informing the parent that their student will be placed in a bilingual class. Forms will be filed as bilingual.

Each year parents will be informed of the ELL testing program which consists of the NYSESLAT, and ELE. Parents will attend workshops to receive information on how to help their children prepare for these examinations as well as how to support their child's needs in each particular program.

Students who are not eligible for ESL services or who receive a score of Proficient on the NYSESLAT will receive a transitional letter from the school regarding their possible choices of classes and programs available.

Students who do not score proficient on the NYSESLAT exam will receive continued entitlement letters and be placed in the same setting as the previous year (as per parental selection) unless otherwise notified by the parent.

All program documents, correspondence, and legal selection letters will be placed inside student's cumulative record and copies will be maintained in the Assistant Principal's office. The ESL Coordinator and Parent Coordinator maintain records of parent correspondence and meeting attendance. This process has been put in place to ensure the student's ELL documents follow the students in the case of transfer and promotion to Middle School.

All efforts to contact transfer students' previous schools are made to insure proper placement. If we get no response, parents are asked to complete new parental selection forms.

Parental involvement in program choices is crucial to this process. For the past three years, the LAP team has noticed a decline in the amount of parents requesting Dual Language Classes. In the 2009-2010 school year 276 students requested ESL settings, 108 requested bilingual, and 2 parents requested dual language. Parents were informed that our school currently did not have 15 other students request Chinese dual language program and held request forms on file. These forms are reviewed yearly by the LAP team and examined for trends within grades and populations. In June, we review our parental selection forms and review our current settings. In June of 2010, our parental selection forms lead to the formation of two new classes. Many parents have chosen ESL settings than Dual Language or TBE. In order to meet this demand, we opened a Kindergarten ESL self-contained class. Additionally, due to a increase in our new-comer and SIFE population , all whom chose bilingual settings, we have opened a fifth grade bilingual class.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	1	1	1	1	1	1								6
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained	1	1	1	1	1	1								6
Push-In	7	5	4	3	2	2								23
Total	9	7	6	5	4	4	0	35						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	380	Newcomers (ELLs receiving service 0-3 years)	323	Special Education	87
SIFE	5	ELLs receiving service 4-6 years	50	Long-Term (completed 6 years)	3

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	112	4	5	8		2				120
Dual Language										0
ESL	215	1	43	42	0	15	3		3	260
Total	327	5	48	50	0	17	3	0	3	380

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	24	24	17	18	13	15								111
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	24	24	17	18	13	15	0	111						

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																
Spanish																			0	0
Chinese																			0	0
Russian																			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																
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	49	51	45	37	22	23								227
Chinese	8	5	2											15
Russian														0
Bengali														0
Urdu		2												2
Arabic	4	1		2		1								8
Haitian														0
French		1												1
Korean														0
Punjabi														0
Polish		1												1
Albanian														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Other	1													1
TOTAL	62	61	47	39	22	24	0	255						

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

Paste response to questions 1-4 here

Public School 1K has Bilingual classes from grades K-5, English as Second Language (ESL) Self-Contained classes from grades K-5, and a Push in/Pull out ESL Program for students from kindergarten through fifth grade. Students are identified for each program based on the LAB-R results, NYSESLAT and in some cases, based on the review of the student's IEP. Each teacher serving in each program is selected based on their license and area of expertise. In the transitional bilingual classes, the teachers will follow the 60:40 model for beginner level students, 50:50 model for intermediate level students, and 25:75 for advanced level students. All of our teachers are bilingual certified and used their professional judgement to determine language of instruction throughout the day based upon student level. Whenever possible, content area classes are taught in the native language. We currently have 3 certified bilingual content area teachers who service our bilingual classes. The six ESL self contained classes in grades K-5 will provide English instruction to ELL students throughout the school day utilizing ESL methodologies and scaffolding language. Both our bilingual and ESL self -contained classrooms practice balanced literacy and follow the Columbia Teacher's College Reading and Writing Project curriculum. The ESL push in/pull out program will provide beginning and intermediate students with 360 minutes of ESL instruction by an ESL certified teacher and 180 minutes of ELA instruction by their classroom teacher. Students at an Advanced level are provided with 180 minutes of ESL weekly and 180 minutes of ELA instruction weekly by their classroom teacher. In order to ensure compliance, students are grouped homogeneously by grade and heterogeneously by proficiency level, with the exception of Spe-ELLs and Newcomer students. Within each pushin /pull out group teachers differentiate instruction to target students' area of need based on NYSESLAT and TCRWP data. PS 1 has 380 ELL students. In the Bilingual Program there are 120 students. There are 260 students in the ESL Self Contained or push in/pull out program.

In order to address the need of our growing ELL population between 4-6 years we have several interventions, programs, and policies in place. Through the use of electronic data systems such as ARIS, teachers are able to easily identify students with longer than 4 years of service.

Interventions

LTE (6 completed years) are included in our Extended Day program which focuses on small group math and literacy instructions. All

attempts are made to assign a Bilingual, ESL, or Reading intervention staff member for ELLs in the Extended Program to better address the specific language needs of the population. LTE (6+years) in grades 4-5 receive pull out reading intervention throughout the week from our Intervention and AIS staff members. Small group instruction is focused around decoding and comprehension skills. Instructional time is used to scaffold and support the grade level instruction. LTE will be included in a 10 week Title III after school program focused on the literacy skills needed for grade level comprehension, expression, and testing.

Policies

LTEs receive state mandated amounts of ESL or bilingual service hours based on proficiency level and program model. Additionally, each students receives an extension of service as per part 154. All LTE' s and ELL testing modifications are observed for all forms of standardized assessment including predicative and practice exams.

ELLs (4-6 years of service)

ELLs are serviced in TBE, ESL self contained, or ESL push in /pull out services based upon parental selection forms. ELLs who select ESL services are placed in the ESL self-contained class or in one of our general education Language Enrichment (LE) classes. These classes have a higher population of evenly leveled Ells. Teachers and ESL service providers work closely to ensure instruction is scaffolded and collaborate closely on curriculum and co-teaching opportunities. Within each program rigorous instruction is planned to help students meet their language and literacy goals. As part of our goals we will develop both languages through creating social and academic structures within the classroom. We will practice accountable talk within the literacy block and content learning time. Students will learn to give feedback from their academic learning and apply specific language structures in their responses. We will provide students the ability to work with students of other classes to challenge their thinking and language development. They can work on inquiry projects, strategically grouping them with students of other language levels. In grades 3-5, teachers imbed best practices in test preparation throughout the day and the year to help our ELLs on the ELA and NYSESLAT exam. In Grades K-2 , teachers use balanced literacy structures such as shared reading and writing, read aloud, and guided reading to help students prepare for the NYSESLAT. The teacher works with small groups to lessen the ratios of student to teacher and may chose to incorporate the students native language into instruction. Teachers will use a variety of programs to support language development including but not limited to AWARD reading, On our Way to English, Rigby Instep, and Wilson.

Interventions

All ELL students in grades 2-5 will be included in the Title III after- school program that focuses on strengthening language skills across the four language modalities. The program is specifically aimed at our helping our students prepare for the ELA, Math, and NYESLAT exams. If funds are available, ELL students will also be included in a Title III summer school program. Within the self- contained ESL classes, small group reading and writing intervention will be provided by our AIS and Intervention staff members.

Policies

All entitled ELLs receive state mandated amounts of ESL or bilingual service hours based on proficiency level and program model. All ELL testing modifications are observed for all forms of standardized assessment including predicative and practice exams

Sp- Ells

ELLs with IEPs that are entitled to bilingual or monolingual services with ESL receive the same quality scaffolded instruction and all attempts are made to mainstream these ELL students. Student placement is determined as per IEP which indicated whether they are serviced by a TBE, ESL self- contained, or push in pull out ESL teacher. Alternative placement paraprofessionals are assigned as per IEP. Bilingual speech and counseling is provided if specified as per IEP.

Interventions

All special education students, including ELLs, are included in small group word study programs such as Foundations or The Wilson Program.

Policies

All Special Education ELLs receive the ELL testing modifications in addition to the modifications as specified as per their IEP. X-Coded students are continually serviced by ESL push in/ pull out teachers which is deemed beneficial to the students. Committees of teachers, ESL service providers, SETTS coordinators, Speech Teachers, and the administration meet as needed before a student is X-coded or determined to no longer require ESL services.

Newcomer ELLs (0-3)

Newcomer ELLs are identified immediately by interviews conducted on the HLIS. Once identified, students are LAB-R tested within the first 10 days. Additionally, all Spanish speaking newcomers are assessed using ELD to determine their native language literacy. Students are originally placed in bilingual settings if space is available, and once they complete parent orientation, they are placed in a setting based upon parental selection. All teachers in grades 2-5 are asked to develop educational plans for newcomers to ensure they are fully engaged in each element of the day. Audio-visual or small group activities may be used as long as they can be shown to build language, rigor, and capacity for the newcomer ELL. The ESL Literacy Coach provides support, training, and resources for teachers to ensure newcomers make a swift transition into their new settings and become a active member of their classroom community.

Interventions

All newcomer students are serviced in extended day in one of our newcomer groups that focus on oral language and listening comprehension. Newcomer students in grades K-2 may be offered play therapy sessions in our Primary Project if deemed beneficial by the teachers and parents. All newcomer students will be offered a Title III after school opportunity and will use the English NOW! program to build confidence, oral language, and early writing skills. In order to build oral language and a love of literacy an artist -in-residency program "Making Books Sing" will service ELLs in grades k-1. Newcomer ELLs grades 2-5 will be offered a 10 week program that focused on building language across the four modalities. New comers who will be expected to take the ELA will be offered weekly supplemental intervention and a spot in the 10 week Title III afterschool program.

Policies

As per recent updates in NYS testing policy newcomer students who entered the NYC school system past April 1st 2010 are exempt from taking the ELA state assessment. All other assessments must be administered with testing modifications including translated texts, bilingual dictionaries, and extended time. Additionally, because of their newcomer status all Newcomer students are evaluated to determine their SIFE status.

SIFE

SIFE are identified first as newcomers and receive the same initial assessments, interviews, and interventions. The following examined by classroom teacher, ESL service provider, ESL literacy coach, and administration:

- documentation, records, and reports from country of birth
- parent and student interview
- native language assessment (if available) in literacy
- native language (if available) assessment in math
- SIFE interview packet

If determined to be a SIFE student, the student is marked SIFE on ATS and receives several different interventions based on need.

Interventions

All SIFE students are offered extended day, Title III after school, and At-Risk counseling. Teachers are expected to integrate SIFE students into their classroom community, but may use small group instruction to provide extra support for students in literacy, math, or content area. Word Study may be level specific. SIFE students may be included in Foundations or Wilson program groups. Classroom teachers, ESL literacy Coach, and SETTS teachers work collaboratively to create educational plans for SIFE students to ensure they receive the support they need to be success members of the school community.

Policies

As per recent updates in NYS testing policy newcomer students who entered the NYC school system past April 1st 2010 are exempt from taking the ELA state assessment. All other assessments must be administered with testing modifications including translated texts, bilingual dictionaries, and extended time.

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

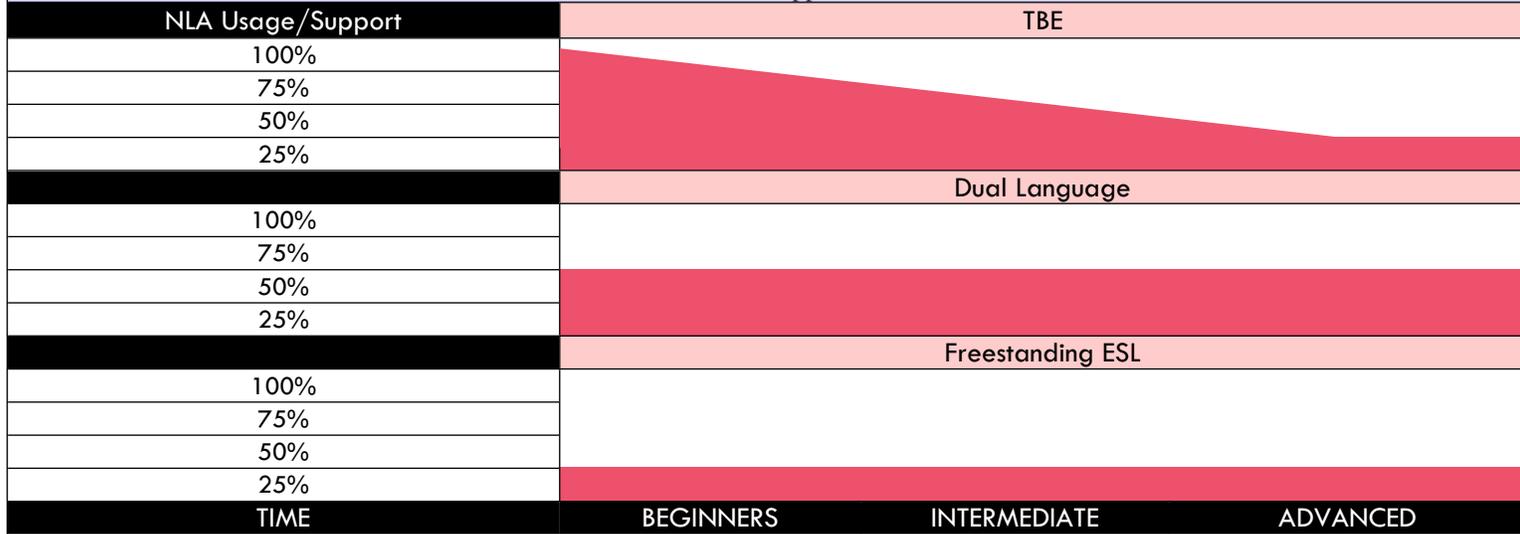
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

Native Language Arts and Native Language Support

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



B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

ELL students are eligible for a variety of intervention activity designed to target ELA, Math, and Content Areas. All ELLs are eligible for extended day services with their classroom teacher or out of classroom teachers, depending on their Reading level and state test scores. During the extended time, strategy lessons and guided reading lessons are taught depending on the student's need. Depending on the time of year, small group Math intervention also happens with classroom teachers during this time.

There are push-in service interventions for our English Language Learners as well as after-school programs. An after-school program is provided for grades 2-5 students using Title III funding. The ESL and bilingual teachers meet periodically with an ESL coach to discuss standards, scaffolds, and alignment to school curriculum expectations. The Disaggregated Data indicates that ELL students have improved their scores on the ELA.

To support ELL students in testing grades, additional units have been included in the reading and writing calendar. These units contain test taking skills and strategies. Materials have been ordered to support the delivery of instruction during the school day and in after-school programs. Professional development opportunities have been provided for teachers, and workshops for parents, to familiarize them with the content, and strategies for success. Materials have been purchased to support the reading and writing units of study and are appropriate to meet the need of all students, particularly ELLs. In addition, our school Robin Hood Library is a resource, and provides teachers and students with a wide range of genres that are age appropriate, and culturally relevant.

In order to support our large F-ELL population, all teachers are provided with professional development opportunities geared toward scaffolding the curriculum and creating materials and structures that build oral language. Many of our F-Ells who reach proficiency on the NYESLAT remain in the ESL self-contained class for 1 year to ease the transition into a general education setting. Certain F-Ells are mainstreamed into general education classes for math or literacy, when it fits their learning needs. Former ELLs are invited to attend a similar after school program funded through Title I to help prepare them for Math and ELA exams. Former ELLs are afforded similar testing modifications for two years after reaching proficiency on the NYSESLAT. Additionally, our level 1 F-ELLs are included in a bi-weekly At-Risk Intervention program with an ESL service provider.

In order to address a decline in our ELLs math scores, our Title III after school program will be extended from two days to three days a week for a total of 32 sessions. The program is designed to build literacy in ELA, Math, and Social Studies. Teachers will use Benchmark Comprehension packs that include a variety of non-fiction texts, shared reading, read aloud, and writing response tasks. Two of the three days will be used to engage students in small group reading and writing using Science or Social Studies themed texts. Data from Acuity and ELL Predictives will be used to ensure instruction is aligned to students' testing needs. One day will be used to engage students in math practice. Through whole and small group practice, our teachers will aim to improve our ELLs math literacy and writing about math.

This year we have decided against holding a K-1 afterschool program from November - Decemeber. Although it was successful, we found many of our younger students were not attending on a consistant basis. It was decided that the extra hour was too long for such young children. Instead, the artist in residency program, "Making Books Sing," will be invited to run a 6 week program with grade k and 1 during the school day. The program will have a similar focus as the afterschool program- building oral language through song and literature.

In order to address our special need population, bilingual paraprofessionals, speech, and related service providers are placed as per IEP.

Our bilingual teachers follow the state mandates on delivery of language based on student NYSESLAT level. In addition, our bilingual team will start a new Native Language Initiative this year. All bilingual classes will be assigned a "buddy class" within the bilingual program. Each pair will collaborate on several native language lessons per month in math or literacy. The purpose of this new program is to promote native language, excitement about bilingualism, and collegial support.

In order to support newly enrolled students before the school year our ESL Team together with the Parent Coordinator follows the following procedures:

1. Each parent receives an interview by a trained ESL teacher and completes the Home Language Information Survey. Program choices are introduced, but not selected.
2. If the child is present at the time of registration, the child is informally assessed to help inform the ESL teacher and Parent.
3. Parents are invited to a Parent Orientation and introduced to the school's resources including Parent Workshops, ESL classes, and Lending Library.

Resources

At PS001k we have a variety of resources to support the learning needs of our ELL subgroups.

Recognizing the importance of visual support and shared materials to ELL education, our school has made a commitment to using technology to support our ELL subgroups. With the purchase of 10 new SMARTboards, 70% of our ESL, Bilingual and Language Enrichment classrooms are equipped with a SMARTboard in their room. Four ELMO machines, one each floor, are available for teacher use in addition to digital cameras, video cameras, and voice recorders. All classrooms have newly updated listening centers and computers for students use that have been equipped with a variety of math and literacy software. In order to maintain and assist teachers in using this new technology, we have hired a part-time AUSSIE consultant.

New Comer

In order to meet the needs of our Newcomer ELLs, we have purchased a variety of resources including: ENGLISH NOW!, AWARD reading, On Our Way To English, and Mondo "Let's Talk About it." Our teachers have been provide training from both ENGLISH NOW! and AWARD reading staff developers. Resources are carefully selected to meet the needs of each students. The ESL coach collaborates with teachers and service providers to ensure students are engaged in rigorous activities throughout the day.

ELLS and L-ELLS

In addition to the Columbia Teacher's College Reading and Writing Curriculum, our teachers use a variety of resources to tailor their instruction to meet the needs of the ELLs. Teachers supplement their libraries with On Our Way To English Guided Reading, AWARD guided reading, and Rigby In Step Reading. Additionally, teachers use a variety of web-based subscriptions to target specific skills such as Skills Tutor and AWARDS. Words their Way is used in classrooms K-5 and is differentiated based on student need. The Wilson program is also used with our SPELLS or SIFE students if appropriate.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

The focus of the staff development will be to provide support and technical assistance to teachers in developing their knowledge of first and second language acquisition theories and practices. They will also be trained in identifying the individual needs of ELL's and modifying instruction for these students. We will provide on-going professional development through Teacher's College, Office of English Language Learners, and in school professional development.

Teacher's College Workshops

Teachers will be sent to workshops throughout the year including participating in Teachers College staff development. Topics for professional development will include scaffolding reading and writing workshops using visual modifications and setting literacy and language goals to meet our students' needs and differentiation of instruction using guided reading and small group lessons. All attempts have been made to include ESL Self-Contained, Transitional Bilingual, Language Enrichment General Education teachers, and new teachers in workshops to ensure that our professional development reaches a wide audience. Teachers attending ESL and bilingual out of school workshops, will turnkey the information during their monthly meetings with the administration and ESL Literacy Coach.

TC In School Study Groups

Two staff developers will facilitate three four - week study groups within our building. In grades K-5 teachers will look at small group structures and struggling readers. Each session will be an opportunity for our ESL and TBE teachers to reflect on their teaching, learn new methodology, and practice researched techniques. Teachers who are not included in workshops, were highly encouraged to partake in a study group.

Brooklyn Museum

ESL self-contained and bilingual teachers in 2nd and 3rd grade will participate in an professional development opportunity sponsored by the Brooklyn Musuem. In collaboration with a local artist, art educator, and literacy coaches, teachers will design a cross -curriculum project that intergrates the arts into content area instruction. Geared toward the language needs of 2-3rd grade ELLs, the Brooklyn Musuem partnership will help our teachers scaffold the Social Studies curriculum for our middle grade ELLs.

In School Professional Development

Ongoing professional development tailored to the needs of our students and teachers, will be provided by the Upper and Lower Grade Literacy Coach, ESL Literacy Coach and Data Coach. The ESL Literacy Coach will service 6-7 ESL or Bilingual or general education teachers per two month cycle. Support will be provided based on teacher need on a variety of topics including : setting language goals, structures and routines, planning small groups in a bilingual classroom, inserting language structures in the elements of balanced literacy, helping ELLs transition from one grade level to the next, and using increasing rigor with newcomer's and SIFE students. A variety of voluntary workshops for all teachers will be provided to help all staff members learn techniques for servicing our ESL population on a variety of grade levels. A voluntary common prep period had been created for Bilingual Teachers so they can plan collaboratively, look across grade levels to better assess student language needs, pool resources, and reflect on school wide trends. Titlte III funding will be used to fund a monthly committee that will work to read through grade level unit plans and supplement each with language supports and scaffold. This committee will be made up of ESL self-contained and bilingual teachers. This ESL team will also be part of Lab-sites where best practices will be demonstrated for some of our new teachers or teachers newly assigned to ELLs. Finally, Title III funding will be used to facilitate three professional study groups for teachers after school. The goal of each study group is to build a community of teachers who feel comfortable and confidant teaching, planning, and sharing ESL instructional methods and techniques. The three study groups include: ESL and the Common Core Standards and Word Study for ELLs.

BETAC Workshops

With the cooperation of BETAC and the Office of English Language Leaners, our teachers will also receive profesional development and technical assistance. Teachers are sent to lectures and workshops. The content of each workshop is shared at monthly meetings and materials

are shared electronically on our schools website.

All new teachers receive 7.5 hours of ELL training. Professional development is assigned to new teachers first to insure they meet the minimum requirement as per Jose P. The ESL Coach maintains records and monitors new teachers' professional development and also acts as the NYC DOE assigned mentor.

Additionally, this year the focus for our School Based Inquiry Team will be English Language Learners. Each teacher will follow three struggling students, one of whom will be an ELL, across a year of small group literacy instruction. Through data collection and collaborative planning, teachers will attempt to discover successful strategies for struggling readers. Peer coaching models will be used as a part of the inquiry team approach throughout the year to support the reflection process of ELL teachers.

Bilingual and ESL staff will be provided with the ELL standards, and Common Core Standards so they can develop tasks that are meaningful and helpful for the children to meet the standards. Teachers will also be provided with data reports from ARIS showing information on each child's language and literacy levels, results from state assessments and other information needed. Using the data provided by ARIS as well as current assessments used like running records and conferences, teachers will be provided the support necessary to plan instruction for whole groups, small groups and individual conferences. Teachers will be able to track the data using their conferences sheets and anecdotes. With the literacy coaches and AUSSIE consultants, teachers will be provided opportunities for lab site work and/or study groups on areas such as scaffolding instruction. Topics such as effective literacy practices for ELL students, student work; interpreting authentic assessment for second language learners, multicultural curriculum, and modifying curriculum will be covered.

E. Parental Involvement

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

PS 1 recognizes the importance of parent/family/community involvement in the education of ELL's. The Parent Coordinator, in collaboration with administration, SLT, Family Worker, Literacy Coaches and the ESL/Bilingual staff, will build an outreach to the parents of newly enrolled students. In October and May parents will be invited to an orientation session on the state standards, assessments, and school expectations. Beginning in October, there will be monthly parent orientation meetings for newly enrolled ELLs. The parents will view an informative video about the Bilingual and ESL programs offered throughout the City of New York, and then they will be given an opportunity to select a program for their children. This information will be provided in their native language. Also, parent workshops on state examinations including the ELA, Math and NYSESLAT, are offered throughout the year. In efforts to communicate with parents, the Title I translation allotment will be used to distribute, translate and reproduce letters for parents by the Family Worker and Parent Coordinator.

Our parent coordinators collaborate with coaches and teachers to create hands-on parent workshops that are aimed to bring parents closer to the work in the classroom and provide tools to support their students at home. This year workshops include: Reading Readiness for K -1, Comprehension strategies with a focus on non-fiction reading Grade 2, Preparing Students for the NYS ELA grades 3-5, Developing Counting Skills for K, Developing Fluency with Addition and Subtraction Facts for Grades 1-2, Developing Fluency with Multiplication and Division Facts for Grades 3-5, Preparing Students for the NYS Math Test Grades 3-5, ARIS parent link and Understanding Student Progress Reports.

In an effort to educate parents of our bilingual and ESL students, our bilingual teachers will collaborate with the ESL coach to host a special series of parent workshops. These workshops will be teacher led and provide parents with a practical and theoretical framework for bilingual education. Workshops in this series include: "Welcome to Bilingual Education," "Supporting Readers in Any Language," "Math at Home", and "Testing and the Bilingual Child; your rights and responsibilities".

Parents are also encouraged to volunteer in the school to support their children and participate in all parent involvement activities including Fabulous Fridays. The Parent Association implements various fundraising activities and parent meetings to support school wide initiatives for all students.

Title III funding also supports an ESL parent class for our ELL population. Parents are invited twice a week to an Introductory English class and a "language lab" where they can use Rosetta Stone English Language Software. Simultaneously their children receive a homework help and intervention. The goal is to help parents become proficient in English enabling them to participate fully in their children's education. Center for Family Life also offers family counseling and social work for those in need. Parents are invited to participate in workshops on the state standards and family literacy and math. This program will assist parents of ELL's in reading and math skills. Certified teachers and math/literacy coaches will teach the class.

In addition, a Parent Lending Library has been established to provide parents with the opportunity to borrow books and videos in English, Spanish, Arabic, and Chinese on a variety of topics including instruction, health and parenting. Included in this library will be picture books and leveled books in both English and Spanish.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	59	28	11	3	4	11								116
Intermediate(I)	n/a	49	26	25	10	8								118
Advanced (A)	40	11	27	29	20	20								147
Total	99	88	64	57	34	39	0	0	0	0	0	0	0	381

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B		2	2	2	0	5							
	I		21	3	1	2	2							
	A		51	47	19	12	8							
	P		13	11	35	19	22							
READING/ WRITING	B		27	10	3	3	9							
	I		48	26	25	10	7							
	A		7	12	29	18	21							
	P		5	15	0	2	0							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	12	25	10	0	47
4	13	29	6	0	48
5	13	20	3	0	36
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	13		20		18		8		59
4	9		32		14		3		58
5	5		20		11		1		37
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	10		19		25		3		57
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	17		4		16				37
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)	8	10	8	9				
Chinese Reading Test								

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

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

Our school uses the Teachers College Reading and Writing Project Assessment Pro tool to assess the early literacy skills of ELL students. According to September's reading levels, approximately 21% of first grade ELL students are reading at or above grade level. Approximately 14% of second grade ELL students are reading at or above grade level.

In regards to the LAB-R, as of 10/27/10, we currently have 99 newly admitted K ELLs. Based on hand scores 59 students tested at the beginning/intermediate level and 40 tested at the advanced level.

In regards to the NYSESLAT, overall, the number of total ELLs decreases with each subsequent grade. For example, in 1st grade, 87 ELLs took the NYSESLAT in 2010; in 2nd grade, the number was 63. This trend continues across all grades. This reveals that each year, ELLs at P.S.

proficiency levels of P.S. 1's ELLs are improving with each year that they participate in P.S. 1's curriculum (whether it be in a self-contained ESL, bilingual or pull-out setting). The only exception to this trend is at the Advanced level; in 1st grade, 11 students were classified as "Advanced"; in 2nd grade, this number increased to 27. However, this exception is not surprising, as the ELLs in 1st grade had fewer years within the P.S. 1 curriculum to develop proficiency. The spike in advanced ELLs between 1st and 2nd grade likely demonstrates the ELLs transitioning from Intermediate to Advanced in this time period, a reflection of improving proficiency. After 2nd grade, the downward trend continues for all proficiency levels.

NYSESLAT Modality Analysis

Much like the overall NYSESLAT proficiency results, when the NYSESLAT modalities are examined, it is evident that overall, the amount of students at most proficiency levels decrease with each subsequent grade. One of the exceptions to this is Beginner ELLs in the Listening/Speaking portion. While these numbers did not decrease across grades, the numbers were also very low (with only 2 students in grades 1-3; 0 in 4th and 5 in 5th). This likely suggests that P.S. 1's ELLs are fairly strong in Listening/Speaking proficiency, as so few test as Beginners. Indeed, the bulk of students at each grade level for this modality tested as Advanced. However, this was the case for the Reading/Writing modality. For this modality, the largest portion of students tested as Intermediate in grades 1, 2 and 4 and Advanced for grades 3 and 5. This probably reflects that P.S. 1's ELLs are stronger in their oral and auditory fluency than they are in written English fluency. However, the downward trend across grades is still evident in this modality for both Beginner and Intermediate ELLs, reflecting the tendency for students to pass out of Beginner and Intermediate levels and into Advanced and Proficient levels with each year of instruction. Indeed, overall, the amount of ELLs scoring as Advanced actually increased across grade levels (then dropped off in grades 4 and 5). The Proficient ELLs for this modality is less consistent, with increases and decreases happening each year.

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

Based on the patterns across modalities, there are many positive things happening across grades for P.S. 1's ELLs. Overall, it appears ELLs are transitioning to higher proficiency levels/out of ESL programming. However, there are areas which need some specific focus. First, it is clear if students are going to raise their overall NYSESLAT scores and eventually demonstrate proficiency, there needs to be a greater focus on reading and writing. In this modality, there were more ELLs classified as Intermediate, whereas for speaking and writing most were considered "Advanced", with very few testing as Beginner. While this bodes well for students' oral and written English abilities, it does reveal a discrepancy between the two modalities.

In order to focus in on reading and writing, there are several instructional changes that can be made. First, teachers can integrate more guided reading into ESL programming. This process has already started through P.S. 1's morning program (extended day) and through the ESL department's work with the AWARDS program (a reading program which incorporates phonics instruction, vocabulary development and writing activities into guided texts). Indeed, through guided reading, deficiencies in decoding, vocabulary and comprehension can be addressed. However, a greater emphasis will also need to be placed on writing. Since it is clear students are stronger in their oral English skills at P.S. 1, instructors can channel this talent into writing activities. Students who have already demonstrated mastery of a topic orally can be guided to create a corresponding written response. Additionally, guided writing groups can be created for those ELLs who are struggling with different components of written English. Also, teachers can develop more shared writing lessons/modeled answers so students can see examples of successful written responses.

This data shows that primary grade ELL students could benefit from additional supports in reading. These supports come in the form of scaffolds, small group instruction, guided reading, and one to one conferences. The school also has invested in training teachers on targeted programs that benefit ELL students, including Foundations, Awards, Skills Tutor, and Wilson.

Classroom and out of classroom teachers provide continuous additional support for students in our extended-day morning program. Small group instruction is provided in the form of reading strategy lessons and guided reading. This ensures that students are given extra practice time for strategy work to tackle challenging texts. In addition, students are given greater opportunities to move up in reading levels through teacher support in guided reading groups.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		

	Network Leader		
	Other		