



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : _____PUBLIC SCHOOL 001 – THE BERGEN SCHOOL_____

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): _____15K001_____

PRINCIPAL: MS. JENNIFER EUSANIO **EMAIL:** JEUSANIO@SCHOOLS.NYC.GOV

SUPERINTENDENT: MS. ANITA SKOP

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

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

| Name | Position and Constituent Group Represented | Signature |
|------------------------|--|-------------------|
| Ms. Jennifer Eusanio | *Principal or Designee | Signature on File |
| Ms. Heather Derebegian | *UFT Chapter Leader or Designee | Signature on File |
| Ms. Betzaida Mercado | *PA/PTA President or Designated Co-President | Signature on File |
| | DC 37 Representative, if applicable | |
| | Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>) | |
| | CBO Representative, if applicable | |
| Ms. Jacqueline Cruz | Member/ Teacher | Signature on File |
| Ms. Fiordaliza Marte | Member/Teacher | Signature on File |
| Ms Margarita Camacho | Member/Social Worker | Signature on File |
| Ms. Patria Aviles | Member/Parent | Signature on File |
| Ms. Angelica Toro | Member/Parent | Signature on File |
| Ms. Judith Orellana | Member/Parent | Signature on File |
| Ms. Erika Valentin | Member/Parent | Signature on File |

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

70% of K-5 classroom teachers will understand how to use data to plan lessons which demonstrate academic rigor and are aligned to the Common Core Standards in ELA and Math.

Comprehensive needs assessment

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

This goal has been identified due to the following needs assessment:

Performance Trends by Skill

ELA

- 69% of our current 4th graders are within or above the target range in critical analysis strand according to the 2011 ELA state exam
- 60% of our current 5th graders are within or above the target range in critical analysis strand according to the 2011 ELA state exam
- 67% of our current 4th graders are within or above the target range in information and understanding strand according to the 2011 ELA state exam
- 57% of our current 5th graders are within or above the target range in information and understanding strand according to the 2011 ELA state exam
- 66% of our current 4th graders are within or above the target range in Literary response and expression strand according to the 2011 ELA state exam
- 58% of our current 5th graders are within or above the target range in literary response and expression strand according to the 2011 ELA state exam

In the area of mathematics,

- 77% of our current 4th and 5th graders are within or above the target range in the algebra strand according to the Math state exam
- 78% of our current 4th and 5th graders are within or above the target range in geometry strand according to the Math state exam
- 76% of our current 4th and 5th graders are within or above the target range in measurement strand according to the Math state exam
- 77% of our current 4th and 5th graders are within or above the target range in Number Sense strand according to the Math state exam

exam

- 77% of our current 4th and 5th graders are within or above the target range in statistics and probability strand according to the Math state exam
- The median adjustment in math was 60.5%
- The median adjustment growth percentage in math for the lowest third was 62%.
- The percentage of students reaching level 3 and above in grades 3-5 in math was 63.8
- The average proficiency level in math was 3.20
- The percentage of ELL students at 75 percentage of higher in math was 35.4%
- The percentage of Self Contained students at 75 percentage of higher in math was 23.8 %.
- The percentage of the lowest third at 75 percentage of higher in math was 35.3%
- The median adjustment growth percentage in literacy was 67 % which was aligned with our peer schools

This year our data shows:

- The median adjustment growth percentage in literacy was 67 % which was aligned with our peer schools.
- The overall percent of students who reached level 3 and above in grades 3-5 was 46% in ELA and 63% in math.
- The school received only 11.6 out of 25 points for student performance.
- 84% of students who scored 2.84 in 3rd grade scored 3.29 or lower in 4th grade.
- Our school's overall score in the Progress Report was only 47.2 out of 100, an increase from the previous year but not near the 75 percentile.
- Specifically, student progress was only 26.4 out of 60 and increase from the previous year, but not within the 75 percentile.

As a result our students need more exposure to rigorous tasks which will engage them in critical analysis and reflection in ELA and Math.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- Teachers will be trained on developing instructional activities aligned to the Depth of Knowledge Matrix and supporting lessons

that will increase academic rigor in ELA and Math within the classroom. These year-long professional development sessions will take place during grade meetings and faculty conferences, and 3 full day professional development sessions. Coaches and a Math Aussie will be used to facilitate these sessions. Teachers will use the information in these sessions to create ELA and Math performance tasks based on decisions made by each grade.

- A data specialist will work with teachers to analyze their data and determine needs and develop rigorous plans for groups of students. These sessions will occur throughout the year within 1:1 meetings and group sessions.
- Literacy and math committees will develop curriculum maps and assessments aligned with activities and lessons to support academic rigor. A team of teachers in each grade will develop and revise assessments aligned with the Common Core standards. Math projects aligned to the CCS will be created by teachers and implemented monthly.
- Classroom resources such as The Comprehension Toolkit, by Stephanie Harvey and professional books such as Inquiry Circles by Stephanie Harvey will be purchased to help teachers create rigorous activities. Training in using these materials will occur through voluntary meetings, teacher team meetings and administrative grade meetings.
- Literacy coaches and the AUSSIE Math Consultant will provide 1:1 planning sessions to help teachers plan rigorous activities aligned to the Common Core Standards. Cycles will consist of 8-10 weeks and will include coaching support.
- We will begin a social studies committee which will help create units of study for each grade to support academic rigor through reading in the content area. Teacher teams will meet every other month to create units of study and culminating tasks aligned to the NYS Social Studies Standards and the Common Core Standards.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

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 Predicatives;
 - 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.
- b. We will provide parental workshops given at the school level. Topics might include in each grade:
 - Literacy – Reading/Writing skills(K-5)/strategies Test Prep (grades 3-5)
 - Math – Everyday Math and Math games (K-5)

- 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 Parent link- monitor students' progress
- Strategies to support struggling students at home

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff members will become highly qualified, in order to achieve this goal.

In an effort to attract and develop high quality teachers to a school such as ours, we refer to organizations whose members are already stakeholders in our school community. We specifically form partnerships with local colleges and universities throughout New York City. We are strategic in our recruitment process for hiring highly skilled teachers by creating a plan that involves a collaborative team consisting of administrators, network support specialists, teachers and coaches who review resumes, interview possible candidates and observe these candidates conducting lessons in a live classroom setting prior to determining whether or not this person is hired to work in a high needs school such as PS 001K. Candidates are usually asked to design a lesson and teach it to a class that may be made up of either General Education students, ELL students, and/or students with IEPs. Additionally, as a way of attracting highly qualified teachers, we have developed outreach strategies that involve finding interested candidates using the NYCDOE Open Market Hiring System, consulting with the CFN 409 Human Resource specialist, reviewing personal recommendations of candidates made by current PS 001K staff members and other classroom teachers, as well as inviting these potential candidates to visit our school to get a sense of what our school is like and to conduct demonstration lessons on site in a variety of content areas, while being observed by an Administrator. Part of our plan involves utilizing the Internet to post employment opportunities both on the NYCDOE website as well as on our in house website also known as PS 1 Connects. We also encourage prospective teachers to complete applications online and/or submit resumes based on the job postings that are available in our school. Over the years, as part of our plan for attracting and sustaining highly qualified teachers we have also formed collaborative partnerships with traditional teacher education institutions such as Teacher's College and Brooklyn College as well as forming partnerships with alternative licensure programs like Teach for America and NYC Teaching Fellows. Many of these partnerships have also served as a resource for us in providing professional development for our teachers on a variety of instructional topics. As a school, we are constantly evaluating and revising the hiring process by using the Department of Education's Open Market Hiring System, revisiting the roles and responsibilities of teachers and constantly communicating the needs of our school with all prospective employees, so that they are aware of the expectations at PS 001K and are provided with an opportunity to continue to be lifelong learners. As a school we encourage our paraprofessionals and student teachers to continue their education, especially in high need areas such as ESL and Special Education. We try to keep an open door policy and welcome all those that are interested and are vested in making sure that our students are ready to meet the standards and go on to be college and career ready.

To ensure that current staff members become highly qualified, each year we conduct a survey using the Basic Education Data System (BEDS). The BEDS survey is used to determine whether a teacher is considered Highly Qualified within their current assignment. If a teacher is not Highly Qualified based on lack of college credits, efforts are made by the principal to meet with each teacher and develop a plan to help the teacher. Should college credits be needed to meet the requirement, the school uses Title I SWP 5% monies to pay for a portion of the teacher's college courses. New Teachers who are not considered highly qualified are provided a mentor with a minimum of 2 meetings per week. Those teachers considered not Highly Qualified due to the lack of professional development will develop a professional development plan with their immediate supervisor to support the teacher's professional needs. Professional development may consist of the following to meet the annual goal:

- We provide professional opportunities in house as well as provide our teachers with outside staff development opportunities through organizations such as Teacher's College and through our network support specialist from CFN 409
- We also encourage all of our teachers to turnkey the information they get from their outside professional development and share it with their colleagues. Additionally, we ask teachers to post their professional development notes on PS 1 connects site so that others may view them
- We encourage our coaches and teachers to conduct collegial walks to highlight best practices
- We provide professional articles and conduct study groups for teachers to encourage them to learn more about the teaching profession
- We also provide technology training for teachers on the newest data systems, programs, and tools, such as SESIS, Imagine Learning, Smart Boards, ARIS and PD360.
- We provide teachers with opportunities to provide feedback after administrative and faculty meetings as a way of sharing what they have learned from professional development sessions as well as finding out what other interests they have. This helps both coaches and administrators plan future professional opportunities and to provide next steps for the teachers learning.
- We also set goals with teachers 3 times a year to assess their progress and make sure that they are getting the support that they need to accomplish their goals. Administration conducts observations using a framework to provide guidance.
- Provide trainings on producing rigorous performance tasks and Common Core Standards aligned units of study with rubrics using the Depth of Knowledge as a guide.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

The following is a list of instructional strategies and activities that are being provided at PS 001 K as a way of supporting our students under NCLB:

- Students with Temporary Housing – each student is allocated \$100 from Title I monies. These monies are used to purchase items

based on student needs such as independent reading materials and math activities which can be used at home, and to purchase basic supplies for each student (notebooks, pencils, etc.)

- Community Based Organizations (Center for Family Life) – This program runs from 3:00pm – 5:45pm each day. Students receive homework help and are engaged in literacy based activities as well as learning through the arts and movement. The principal meets with the coordinator of the program via Beacon Advisory Council meetings and one to one, as needed. Efforts to connect the counselors who work with the students within the program and the school staff have been made through emails and CFL sponsored activities. Literacy coaches have provided the counselors with “Homework Help” tips and copies of units of study to support the CFL staff.
- Community Based Organizations (Salvation Army) - This program runs from 3:00pm – 6:00pm each day. Students receive homework help and are engaged in literacy based activities as well as learning through the arts and movement. The principal meets with the coordinator of the program via one to one meetings throughout the year where program progress is reviewed and school goals are shared.
- Universal Pre Kindergarten - At the PS 1, we provide children with ample time to prepare for the transition into Kindergarten by providing an age appropriate curriculum that includes lessons on “change and transitions”. The curriculum takes 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 suggestions 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 be provided support from the school social Worker to assist in the transition via workshops geared to the social-emotional aspect of the transition.; Initiate opportunities for inter and intra staff communication and exchange. Share information with staff at elementary schools on preschool program for continuity.
- Support services for “at risk” students in math and reading after the school day.
- AIS reading and math 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 math, 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.
- Two SETTS teachers and an IEP teacher will service mandated and at-risk students during the school day.
- Continue to implement cluster programs such as the Peace Education cluster, Health cluster and Peer Mediation.
- 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 senior citizen centers, the Humane Society, hospitals and other organizations where our students conduct community service.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

The following funding sources will be used to support this goal:

- **Title I SWP**
For OTPS, monies will be used to obtain contracts with AUSSIE for the math consultant, parent translation, materials for parent workshops, and to pay for college courses to obtain Highly Qualified teachers.
In Per Session, monies will be used to pay for teachers on the social studies committee and math committees, and parent translation.
In Per Diem, monies will be used to pay for substitutes in order to conduct school inter-visitations, train staff members
- **TL FSF**
In Per Diem, monies will be used to obtain substitute teachers to train teachers.
In OTPS, monies will be used to obtain supplies, books, and materials to support instructional activities.
- **ARRA Data Specialist**
In Per Session, monies will be used to pay for the Data Specialist to analyze data, create reports and conduct professional development.
- **Title I Translation**
In OTPS, monies will be used to obtain contracts and towards supplies for parent translation.
In Per Session, monies will be used to pay staff members to translate for parents.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

12% of the at risk Level 1 and Level 2 students in grades 4-5 will increase their performance by one level on the New York State English Language Arts test while developing critical thinking skills aligned to the Common Core Standards.

Comprehensive needs assessment

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

This goal has been identified due to the following needs assessment:

NYS Performance Data

- 9% of the 4th grade students scored a level 1 on the ELA exam
- 43% of the 4th grade students scored a level 2 on the ELA exam
- 9% of the 5th grade students scored a level 1 on the ELA exam
- 47% of the 5th grade students scored a level 2 on the ELA exam

NYC Progress Report Data

- The average proficiency level in grades 3-5 was 2.83 in literacy
- The school received 11.6 out of 25 points for student performance.
- We received 26.4 points out of 60 for student progress.
- 84% of students who scored 2.84 in 3rd grade scored 3.29 or lower in 4th grade.
- The percentage of the lowest third at 75 percentage or higher in literacy was only 46.8%
- Our school's overall score in the Progress Report was only 47.2 out of 100, an increase from the previous year.

As a result our students need to work on developing their critical thinking skills and opinion based, informal writing.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- Teachers will create and implement action plans for the bottom third students in reading and writing using data systems such as ARIS, Acuity and in school data systems through one to one conversations with the administration and provided support with literacy coaches. These plans will be discussed at least twice a year and will be followed up through frequent cycles of teacher observation.

- At risk students will be assigned to reading intervention teachers for pull out/push intervention based on student needs. Level 1 and 2 students in ELA and Math will be assigned to teachers and will be closely monitored by school administration throughout the year, in 8 week cycles.
- The administrative cabinet will conduct monthly data reviews to analyze trends in data and develop plans for professional development and to support intervention.
- The Public Personnel Committee will conduct bi weekly meetings to review at risk student needs and determine RTI services. The Pupil Personnel Committee will review student IEPs and pupil plans to determine appropriate settings for each student and develop programs based on student needs.
- At risk students will receive supplemental after school literacy instruction using guided reading methodologies. The program will take place in the fall of 2011 and will target Level 2 students. Running records at the end of the program will serve as a means of showing progression within the program.
- At risk students will receive supplemental after school instruction on test preparation. Test preparation materials will be purchased to target Level 1 and 2 students. Teachers will conduct pre and post assessments to ensure the progression of student skills which will be discussed at a training meeting prior to the program.
- We will conduct professional development training through Teachers College and with our literacy coaches for teachers on best practices in small group instruction, producing high quality non narrative writing and developing active reading strategies in non fiction and stamina in literacy. Sessions will occur in cycles of 3-4 sessions per TC staff developer. With coaches, support will be given as needed 1:1 or with small group meeting sessions,
- The Inquiry team facilitators will conduct meetings with teacher teams on using data to formulate action plans on areas of concern in reading and writing. Targeted students will be Level 1 and 2 students in the following subgroups: English Language Learners and Students with Disabilities. Classes with neither will target Former ELLs or “At Risk” students. Teacher teams will meet 3x/month for the entire year to discuss strategies, plans, task development and case study students. Inquiry facilitators will meet after school to review data and team plans and, conduct work sessions to support teachers. These meetings will occur twice a month for the entire year.
- Materials such as, Time for Kids magazines, will be purchased to expose students to more non fiction literature sources. Teachers will use the Time for Kids for a variety of support, including small group instruction on reading and writing skills, content area literacy and skills support within reading and writing workshops.
- Data specialist will provide grade wide reports on student progress during grade meetings and faculty conferences in ELA. During these meetings, teachers will discuss how to use the data to support small group instruction. Data review grade meetings will occur periodically throughout the year based on assessment output.

Strategies to increase parental involvement

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
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:

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
- Understanding their child's IEP

We will provide parental workshops given at the school level. Topics might include in each grade:

- Literacy – Reading/Writing skills(K-5)/strategies Test Prep (grades 3-5)
- Math – Everyday Math and Math games (K-5)
- 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
- Strategies to support struggling students at home
- Understanding types of learning disabilities, ways to support students through parent workshops.
- Vocabulary activities to build academic language for English Language Learners
- Parent Support group to discuss and provide support with parenting skills

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
- In an effort to attract and develop high quality teachers to a school such as ours, we refer to organizations whose members are already stakeholders in our school community. We specifically form partnerships with local colleges and universities throughout New York City. We are strategic in our recruitment process for hiring highly skilled teachers by creating a plan that involves a collaborative team consisting of administrators, network support specialists, teachers and coaches who review resumes, interview possible candidates and observe these candidates conducting lessons in a live classroom setting prior to determining whether or not this person is hired to work in a high needs school such as PS 001K. Candidates are usually asked to design a lesson and teach it to a class that may be made up of either General Education students, ELL students, and/or students with IEPs. Additionally, as a way of attracting highly qualified teachers, we have developed outreach strategies that involve finding interested candidates using the NYCDOE Open Market Hiring System, consulting with the CFN 409 Human Resource specialist, reviewing personal recommendations of candidates made by current PS 001K staff members and other classroom teachers, as well as inviting these potential candidates to visit our school to get a sense of

what our school is like and to conduct demonstration lessons on site in a variety of content areas, while being observed by an Administrator. Part of our plan involves utilizing the Internet to post employment opportunities both on the NYCDOE website as well as on our in house website also known as PS 1 Connects. We also encourage prospective teachers to complete applications online and/or submit resumes based on the job postings that are available in our school. Over the years, as part of our plan for attracting and sustaining highly qualified teachers we have also formed collaborative partnerships with traditional teacher education institutions such as Teacher's College and Brooklyn College as well as forming partnerships with alternative licensure programs like Teach for America and NYC Teaching Fellows. Many of these partnerships have also served as a resource for us in providing professional development for our teachers on a variety of instructional topics. As a school, we are constantly evaluating and revising the hiring process by using the Department of Education's Open Market Hiring System, revisiting the roles and responsibilities of teachers and constantly communicating the needs of our school with all prospective employees, so that they are aware of the expectations at PS 001K and are provided with an opportunity to continue to be lifelong learners. As a school we encourage our paraprofessionals and student teachers to continue their education, especially in high need areas such as ESL and Special Education. We try to keep an open door policy and welcome all those that are interested and are vested in making sure that our students are ready to meet the standards and go on to be college and career ready.

To ensure that current staff members become highly qualified, each year we conduct a survey using the Basic Education Data System (BEDS). The BEDS survey is used to determine whether a teacher is considered Highly Qualified within their current assignment. If a teacher is not Highly Qualified based on lack of college credits, efforts are made by the principal to meet with each teacher and develop a plan to help the teacher. Should college credits be needed to meet the requirement, the school uses Title I SWP 5% monies to pay for a portion of the teacher's college courses. New Teachers who are not considered highly qualified are provided a mentor with a minimum of 2 meetings per week. Those teachers considered not Highly Qualified due to the lack of professional development will develop a professional development plan with their immediate supervisor to support the teacher's professional needs. Professional development may consist of the following to meet the annual goal:

- We differentiate the professional development that teachers receive based on interests as well as needs.
- We provide professional opportunities in house as well as provide our teachers with outside staff development opportunities through organizations such as Teacher's College and through our network support specialist from CFN 409
- We also encourage all of our teachers to turnkey the information they get from their outside professional development and share it with their colleagues. Additionally, we ask teachers to post their professional development notes on PS 1 connects site so that others may view them
- We encourage our coaches and teachers to conduct collegial walks to highlight best practices
- We provide professional articles and conduct study groups for teachers to encourage them to learn more about the teaching profession
- We also provide technology training for teachers on the newest data systems, programs, and tools, such as SESIS, Imagine Learning, Smart Boards, ARIS and PD360.

- We provide teachers with the opportunity to give feedback after administrative and faculty meetings as a way of sharing what they have learned from professional development sessions as well as finding out what other interests they have. This helps both coaches and administrators plan future professional opportunities and to provide next steps for the teachers learning.
- We also set goals with teachers 3 times a year and meet with them to assess their progress and make sure that they are getting the support that they need to accomplish their goals. Administration conducts observations using a framework as a guide.
- Provide ongoing support on goal setting and differentiation of instruction through small group instruction in ELA using literacy coaches and learning walks.
- Provide ongoing opportunities to conduct collaborative teacher team planning sessions to review student work to implement differentiated activities/tasks and develop small group instruction for at risk Level 1 and 2 students.
- Literacy committees will meet once a month to correlate new National Common Core Standards with units of study.
- Coaches and Administrators will meet with teachers to review data from reading assessments to determine strategies to use with groups of students

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

The following is a list of instructional strategies and activities that are being provided at PS 001 K as a way of supporting our students under NCLB:

- Students with Temporary Housing – each student is allocated \$100 from Title I monies. These monies are used to purchase items based on student needed such as independent reading materials and math activities which can be used at home, and to purchase basic supplies for each student (notebooks, pencils, etc.)
- Community Based Organizations (Center for Family Life) – This program runs from 3:00pm – 5:45pm each day. Students receive homework help and engaged in literacy based activities as well as learning through the arts and movement. The principal meets with the coordinator of the program via Beacon Advisory Council meetings and one to one, as needed. Efforts to connect the counselors who work with the students within the program and the school staff have been made through emails and CFL sponsored activities. Literacy coaches have provided the counselors with “Homework Help” tips and copies of units of study to support the CFL staff.
- Community Based Organizations (Salvation Army) - This program runs from 3:00pm – 6:00pm each day. Students receive homework help and engaged in literacy based activities as well as learning through the arts and movement. The principal meets with the coordinator of the program via one to one meetings throughout the year where program progress is reviewed and school goals are shared.
- Universal Pre Kindergarten - At the PS 1, we provide children with ample time to prepare for the transition into Kindergarten by providing an age appropriate curriculum that includes lessons on “change and transitions”. The curriculum takes 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 suggestions 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 be provided support from the school social Worker to assist in the transition via workshops geared to the social-emotional aspect of the transition.; Initiate opportunities for inter and intra staff communication and exchange. Share information with staff at elementary schools on preschool program for continuity.

- Support services for “at risk” students in math and reading after the school day.
- AIS reading and math 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 math, 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.
- Two SETTS teachers and an IEP teacher will service mandated and at-risk students during the school day.
- Continue to implement cluster programs such as the Peace Education cluster, Health cluster and Peer Mediation.
- 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 senior citizen centers, the Humane Society, hospitals and other organizations where our students conduct community service.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

The following funding sources will be used to support this goal:

- Title I SWP
For OTPS, monies will be used to obtain parent translation, teacher training, materials for parent workshops, and to pay for college courses to obtain Highly Qualified teachers.
In Per Session, monies will be used to pay for teacher training and parent translation
In Per Diem, monies will be used to pay for substitutes in order to conduct school inter-visitations, train staff members
- TL FSF
In Per Diem, monies will be used to obtain substitute teachers to train teachers.
In OTPS, monies will be used to obtain supplies, books/magazines, and materials to support instructional activities and contracts for Teachers College.

In Per Session, monies will be used to pay teachers for training and inquiry support.

- ARRA Data Specialist

In Per Session, monies will be used to pay for the Data Specialist to analyze data, create reports in order to conduct professional development.

- Title I Translation

In OTPS, monies will be used to obtain contracts and towards supplies for parent translation.

In Per Session, monies will be used to pay staff members to translate for parents.

- ARRA RTTT Citywide

In Per Session, monies will be used to pay for teachers who serve as facilitators on the inquiry team.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

12% of the English Language Learner students will show an increase of one level in performance on the New York State ELA through increased vocabulary development practices within reading and writing workshop

Comprehensive needs assessment

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

This goal has been identified due to the following needs assessment:

NYS ELL Performance Data

- 26% of the 4th grade ELL students scored a Level 1 on the ELA exam
- 56% of the 4th grade ELL students scored a Level 2 on the ELA exam
- 48% of the 5th grade ELL students scored a Level 1 on the ELA exam
- 47% of the 5th grade ELL students scored a Level 2 on the ELA exam
- Only a 2 point increase from 15% to 17% on or above Level 2 on the 2011 ELA exam.
- 25% of the students in k-1 were scored proficient in the NYSESLAT Listening and Speaking strand
- 63% of the students in grades 2-4 scored proficient in the NYSESLAT Listening and Speaking strand
- 42% of the 5th grade students scored proficient in the NYSESLAT Listening and Speaking strand
- 29% of the k-1 students scored proficient in the NYSESLAT Reading and Writing strand
- 26% of the students in grades 2-4 scored proficient in the NYSESLAT Reading and Writing strand
- 26% of the 5th grade students scored proficient in the NYSESLAT Reading and Writing strand
- 63% of the students in grades 2-4 reached a proficiency level on the Listening and Speaking section of the NYSESLAT
- 41% of K-5 grade students increased from one proficiency level to the next on the NYSESLAT reading and writing section.

NYC Progress Report Data

- The median adjusted growth percentage in literacy for the lowest third was 72%.
- We received 26.4 points out of 60 for student progress
- The school received 11.6 out of 25 points for student performance

- The percentage of ELL students at 75 percentage of higher in literacy was 39.5%. Therefore, no extra points were given for LEP students achieving at the 75th percentile or higher.
- The percentage of the lowest third at 75 percentage of higher in literacy was 46.8%
- Our school's overall score in the Progress Report was 47.2 out of 100, an increase from the previous year

As a result, our students need more support in vocabulary acquisition to increase their understanding in ELA.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- English Language Learner (ELL) students will receive small group instruction in the area of vocabulary development through mandated services. ESL teachers will ensure vocabulary development will be integrated into all small group lessons throughout the year. Teachers will use a variety of assessment to ensure students are acquiring academic language including using student writing and other formative assessments.
- Educational software programs will be purchased to support newcomers and at risk ELLs in vocabulary and reading comprehension instruction. The programs will be implemented every day for at least 80-100 minutes per week. Teachers will receive report print outs with student progress in each area. Also, PD 360 will be purchased to assist teachers and administrators with training teachers in vocabulary instruction and language acquisition. The program will be used during grade meetings and faculty conferences. A Technology Aussie will be hired to assist with training and technological issues.
- Students will participate in after school supplemental test preparation instruction. Students will be immersed in instruction which will prepare them to take the ELA and will be integrating activities to include scaffolded vocabulary instruction. The program will run in the winter and spring term for 10 weeks.
- Study Groups on developing vocabulary rich classrooms and best practices in working with ELL students will be facilitated by a coach or lead teacher.
- Teachers will review assessments with coaches and the Data Specialists like the ELL Predictive and NYSESLAT to determine language acquisition and create structures like vocabulary centers and walls or notebooks to increase student usage of Tier 2 and 3 words.
- K-2 ESL teachers will use the Foundations Program to support decoding vocabulary and fluency work in reading. Teachers will use the Foundations assessment to form instructional plans to support students in decoding and vocabulary acquisition. The program will be conducted during extended day periods, word study periods and/or reading workshops via small group instruction throughout the year.
- Grade 3-4 ESL teachers will use the Wilson Program to support decoding vocabulary and fluency work in reading. Teachers will use the Wilson assessments to form instructional plans to support students in decoding and vocabulary acquisition. The program

will be conducted during extended day periods, word study periods and/or reading workshops via small group instruction throughout the year.

- We will conduct a student residency called Making Books Sing which will integrate social issues, non fiction and academic language/vocabulary with script writing. Students will attend a field trip and be provided with a series of 8 sessions with a bilingual artist who will assist students in script writing. Teacher will conduct a planning session prior to the program to discuss assessment options and program development with the bilingual artist.
- An inquiry team will be created to develop vocabulary activities that will support language acquisition with ELLs. Teachers will study these methods 3x/month throughout the year. The teacher team will develop and decide on its own assessment tasks to determine student progress.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

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 beginning of the 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.

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:

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.

We will provide parental workshops given at the school level. Topics might include in each grade:

- Literacy – Reading/Writing skills(K-5)/strategies Test Prep (grades 3-5)
- Math – Everyday Math and Math games (K-5)
- 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
- Strategies to support struggling students at home
- Understanding types of learning disabilities, ways to support students through parent workshops.
- Vocabulary activities to build academic language for English Language Learners
- Parent Support group to discuss and provide support with parenting skills

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)

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

In an effort to attract and develop high quality teachers to a school such as ours, we refer to organizations whose members are already stakeholders in our school community. We specifically form partnerships with local colleges and universities throughout New York City. We are strategic in our recruitment process for hiring highly skilled teachers by creating a plan that involves a collaborative team consisting of administrators, network support specialists, teachers and coaches who review resumes, interview possible candidates and observe these candidates conducting lessons in a live classroom setting prior to determining whether or not this person is hired to work in a high needs school such as PS 001K. Candidates are usually asked to design a lesson and teach it to a class that may be made up of either General Education students, ELL students, and/or students with IEPs. Additionally, as a way of attracting highly qualified

teachers, we have developed outreach strategies that involve finding interested candidates using the NYCDOE Open Market Hiring System, consulting with the CFN 409 Human Resource specialist, reviewing personal recommendations of candidates made by current PS 001K staff members and other classroom teachers, as well as inviting these potential candidates to visit our school to get a sense of what our school is like and to conduct demonstration lessons on site in a variety of content areas, while being observed by an Administrator. Part of our plan involves utilizing the Internet to post employment opportunities both on the NYCDOE website as well as on our in house website also known as PS 1 Connects. We also encourage prospective teachers to complete applications online and/or submit resumes based on the job postings that are available in our school. Over the years, as part of our plan for attracting and sustaining highly qualified teachers we have also formed collaborative partnerships with traditional teacher education institutions such as Teacher's College and Brooklyn College as well as forming partnerships with alternative licensure programs like Teach for America and NYC Teaching Fellows. Many of these partnerships have also served as a resource for us in providing professional development for our teachers on a variety of instructional topics. As a school, we are constantly evaluating and revising the hiring process by using the Department of Education's Open Market Hiring System, revisiting the roles and responsibilities of teachers and constantly communicating the needs of our school with all prospective employees, so that they are aware of the expectations at PS 001K and are provided with an opportunity to continue to be lifelong learners. As a school we encourage our paraprofessionals and student teachers to continue their education, especially in high need areas such as ESL and Special Education. We try to keep an open door policy and welcome all those that are interested and are vested in making sure that our students are ready to meet the standards and go on to be college and career ready.

To ensure that current staff members become highly qualified, each year we conduct a survey using the Basic Education Data System (BEDS). The BEDS survey is used to determine whether a teacher is considered Highly Qualified within their current assignment. If a teacher is not Highly Qualified based on lack of college credits, efforts are made by the principal to meet with each teacher and develop a plan to help the teacher. Should college credits be needed to meet the requirement, the school uses Title I SWP 5% monies to pay for a portion of the teacher's college courses. New Teachers who are not considered highly qualified are provided a mentor with a minimum of 2 meetings per week. Those teachers considered not Highly Qualified due to the lack of professional development will develop a professional development plan with their immediate supervisor to support the teacher's professional needs. Professional development may consist of the following to meet the annual goal:

- We differentiate the professional development that teachers receive based on interests as well as needs.
- We provide pd opportunities in house as well as provide our teachers with outside staff development opportunities through organizations such as Teacher's College and through our network support specialist from CFN 409
- We also encourage all of our teachers to turnkey the information they get from their outside professional development and share it with their colleagues. Additionally, we ask teachers to post their professional development notes on PS 1 connects site so that others may view them
- We encourage our coaches and teachers to conduct collegial walks to highlight best practices
- We provide professional articles and conduct study groups for teachers to encourage them to learn more about the teaching

profession

- We also provide technology training for teachers on the newest data systems, programs, and tools, such as SESIS, Imagine Learning, Smart Boards, ARIS and PD360.
- We provide teachers with the opportunity to provided feedback after administrative and faculty meetings as a way of sharing what they have learned from professional development sessions as well as finding out what other interests they have. This helps both coaches and administrators plan future professional opportunities and to provide next steps for the teachers learning.
- We also set goals with teachers 3 times a year and meet with them to assess their progress and make sure that they are getting the support that they need to accomplish their goals. Administration conducts observations using a framework as a guide.
- Provide ongoing support on goal setting and differentiation of instruction through small group instruction in ELA using literacy coaches and learning walks.
- Provide ongoing opportunities to conduct collaborative teacher team planning sessions to review student work to implement differentiated activities/tasks and develop small group instruction for at risk Level 1 and 2 students, with a concentration on ELL students and their use of vocabulary.
- Monthly Bilingual and ESL meetings will provide opportunities on ways teachers of Ells can incorporate levels of scaffolding within their lessons and vocabulary acquisition within grade level activities/tasks.
- Literacy committees will meet once a month to and contain one ESL teacher to plan scaffolds within the units of study as well as correlate new National Common Core Standards.
- Coaches and Administrators will meet with teachers to review data from reading assessments to determine strategies to use with groups of students
- Study groups on the CCS and how to support language acquisition and vocabulary development will be provided.
- Administrators 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

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

The following is a list of instructional strategies and activities that are being provided at PS 001 K as a way of supporting our students under NCLB:

- Students with Temporary Housing – each student is allocated \$100 from Title I monies. These monies are used to purchase items based on student needed such as independent reading materials and math activities which can be used at home, and to purchase basic supplies for each student (notebooks, pencils, etc.)
- Community Based Organizations (Center For Family Life) – This program runs from 3:00pm – 5:45pm each day. Students receive homework help and engaged in literacy based activities as well as learning through the arts and movement. The principal meets with

the coordinator of the program via Beacon Advisory Council meetings and one to one, as needed. Efforts to connect the counselors who work with the students within the program and the school staff have been made through emails and CFL sponsored activities. Literacy coaches have provided the counselors with “Homework Help” tips and copies of units of study to support the CFL staff.

- Community Based Organizations (Salvation Army) - This program runs from 3:00pm – 6:00pm each day. Students receive homework help and engaged in literacy based activities as well as learning through the arts and movement. The principal meets with the coordinator of the program via one to one meetings throughout the year where program progress is reviewed and school goals are shared.
- Universal Pre Kindergarten - At the PS 1, we provide children with ample time to prepare for the transition into Kindergarten by providing an age appropriate curriculum that includes lessons on “change and transitions”. The curriculum takes 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 suggestions 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 be provided support from the school social Worker to assist in the transition via workshops geared to the social-emotional aspect of the transition.; Initiate opportunities for inter and intra staff communication and exchange. Share information with staff at elementary schools on preschool program for continuity.
- Support services for “at risk” ELL students in math and reading after the school day.
- AIS reading and math will be provided to “at risk” ELL and Former ELL students both before and after school by providing supplemental services such as: at risk reading and math programs, at risk math, 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.
- Two SETTS teachers and an IEP teacher will service mandated and at-risk ELL students during the school day.
- Continue to implement cluster programs such as the Peace Education cluster, Health cluster and Peer Mediation.
- 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 senior citizen centers, the Humane Society, hospitals and other organizations where our students conduct community service.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

The following funding sources will be used to support this goal:

- Title III

For OTPS, monies will be used to purchase educational software, contract with Making Books Residency, and other materials to support instructional and parent program.

For Per Session, monies will be used to pay teachers to attend a study group and to work in the after school program and Parent ESL program as well as supervisor for the programs.

- Title I SWP

For OTPS, monies will be used to pay for a Technology Aussie to train and assist with technology issues, obtain parent translation, teacher training, materials for parent workshops, and to pay for college courses to obtain Highly Qualified teachers.

In Per Session, monies will be used to pay for teacher training and parent translation

In Per Diem, monies will be used to pay for substitutes in order to conduct school inter-visitations, train staff members

- TL FSF

In Per Diem, monies will be used to obtain substitute teachers to train teachers.

In OTPS, monies will be used to obtain supplies, books/magazines, obtain the Technology AUSSIE and materials to support instructional activities and contracts for PD 360.

In Per Session, monies will be used to pay teachers for training and inquiry support.

- ARRA Data Specialist

In Per Session, monies will be used to pay for the Data Specialist to analyze data, create reports in order to conduct professional development.

- Title I Translation

In OTPS, monies will be used to obtain contracts and towards supplies for parent translation.

In Per Session, monies will be used to pay staff members to translate for parents.

- ARRA RTTT Citywide

In Per Session, monies will be used to pay for teachers who serve as facilitators on the inquiry teams.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

By providing targeted instruction in ELA and Math, the students with disabilities subgroup in grades 3-5 will demonstrate a 5% increase in Levels 3+4 in ELA and Math as measured by the NYS ELA and NYS Math assessment.

Comprehensive needs assessment

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

This goal has been identified due to the following needs assessment:

NYS Performance Trends:

ELA

- The percentage of Self Contained students at 75 percentage of higher in literacy was 45.2 %.
- 36% of the 4th grade IEP ELL students received a level 1 on the ELA exam
- 57% of the 4th grade IEP ELL students received a level 2 on the ELA exam
- 7% of the 4th grade IEP ELL students received a level 3 on the ELA exam
- 64% of the 5th grade IEP ELL students received a level 1 on the ELA exam
- 36% of the 5th grade IEP ELL students received a level 2 on the ELA exam
- 30% of the 4th grade IEP students received a level 1 on the ELA exam
- 61% of the 4th grade IEP students received a level 2 on the ELA exam
- 9% of the 4th grade IEP students received a level 3 on the ELA exam
- 41% of the 5th grade IEP students received a level 1 on the ELA exam
- 54% of the 5th grade IEP students received a level 2 on the ELA exam
- 3% of the 5th grade IEP students received a level 3 on the ELA exam

Math

- The percentage of Self Contained students at 75 percentage of higher in math was 23.8 %.
- 36%of the 4th grade IEP ELL students received a level 1 on the Math exam
- 14%of the 4th grade IEP ELL students received a level 2 on the Math exam
- 50%of the 4th grade IEP ELL students received a level 3 on the Math exam

- 91%of the 5th grade IEP ELL students received a level 1 on the Math exam
- 9%of the 5th grade IEP ELL students received a level 2 on the Math exam
- 24%of the 4th grade IEP students received a level 1 on the Math exam
- 36%of the 4th grade IEP students received a level 2 on the Math exam
- 40%of the 4th grade IEP students received a level 3 on the Math exam
- 9%of the 5th grade IEP students received a level 1 on the Math exam
- 82%of the 5th grade IEP students received a level 2 on the Math exam
- 9%of the 5th grade IEP students received a level 3 on the Math exam
- 32% of IEP students in an ICT setting received a level 3 or above in math
- 35% of IEP students receiving SETSS received a level 3 or above in Math.

School Wide Data Trends

- 50% of the IEP students do not have a strong foundation in number sense.
- 75% of the IEP students are far below grade level in reading due to their disability and are unable to read math word problems.

As a result we need to work with our students with disabilities on developing their ELA critical thinking and math/problem solving skills.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- Provide opportunities for special education planning and mapping for the purpose of differentiated instruction for all teachers with students with disabilities. Special Education teachers will meet on a monthly basis to review the Teachers College curriculum and Everyday Math curriculum until June. Teachers will create their own assessment tasks based on unit goals.
- Obtain professional development services from an AUSSIE consultant to provide ongoing support to teachers in scaffolding math learning tasks for students with disabilities, including small group instruction, ECAM/Number sense centers and games. Teachers will review math data with the AUSSIE based on grade-wide math committee assessment decisions. Support will be provided during 1:1 planning sessions and coaching, faculty meetings and monthly Special education and CTT meetings throughout the year.
- Obtain the services of an agency such as TCICP or other specialized vendor to support ICT and General Education teachers with the students with disabilities in their classes. Lab sites will meet to provide strategy support and set goals for instruction.
- We will obtain the services of a Special Education Instructional Specialist to work with the Special Education teachers in the area of literacy. The specialist will conduct planning sessions both 1:1 and group, 1:1 coaching and support with instructional

resources. The specialist will provide ongoing service until June 2012, on a weekly basis.

- We will be utilizing the services of an agency which will provide Supplemental Educational Services (SES) with our students. Students will receive small group instruction on a weekly basis during the winter and spring terms of this school year. Selection of the SES agency will involve lead teachers, coaches and administration.
- We will be using the Foundations and Wilson Program in all special education classes. The program will be used on a daily basis all year long. Teachers and coaches will receive training from Wilson and other network support staff to implement the program. Teachers will use their program assessments to determine how they will form student groupings and levels for instruction. Teachers will be provided an opportunity to meet on a monthly basis to discuss the program and plan instruction in the form a study group.
- The Special Education Assistant Principal will be attending a monthly training for the entire year on Math For All, provided by our CFN 409 network, which implements support strategies for students with disabilities. The assistant principal will use this information to turnkey to special education staff members on strategies they could use within their instruction. Monthly follow up conversations will occur based on approaches used.
- Inquiry teams will be formulated to study students with disabilities and effective literacy practices. Teachers will meet 3x/month to discuss strategies to support students with disabilities. Teacher facilitators will meet to discuss findings and conduct work sessions twice a month throughout the year.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

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:

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
- Understanding their child's IEP

We will provide parental workshops given at the school level. Topics might include in each grade:

- Literacy – Reading/Writing skills(K-5)/strategies Test Prep (grades 3-5)

- Math – Everyday Math and Math games (K-5)
- 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
- Strategies to support struggling students at home
- Understanding types of learning disabilities, ways to support students through parent workshops.
- Vocabulary activities to build academic language for English Language Learners
- Parent Support group to discuss and provide support with parenting skills

Public School 1 will provide materials and training to help parents work with their children to improve their children's academic achievement.

- We will conduct technology classes to teach parents how they can use a computer to support their child's content learning.
- Our literacy coaches/math AUSSIE and teachers have agreed to provide workshops on their subject areas (by grade and subgroup – ELL/SWD/Gifted) and to inform parents of their children's learning.
- 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, as well as using our lending library.
- We will provide Phase I workshops to educate parents on how to understand IEP recommendations and goals.
- We will provide a lending library for all grades and books in different languages.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

In an effort to attract and develop high quality teachers to a school such as ours, we refer to organizations whose members are already stakeholders in our school community. We specifically form partnerships with local colleges and universities throughout New York City. We are strategic in our recruitment process for hiring highly skilled teachers by creating a plan that involves a collaborative team consisting of administrators, network support specialists, teachers and coaches who review resumes, interview possible candidates and observe these candidates conducting lessons in a live classroom setting prior to determining whether or not this person is hired to work in a high needs school such as PS 001K. Candidates are usually asked to design a lesson and teach it to a class that may be made up of either General Education students, ELL students, and/or students with IEPs. Additionally, as a way of attracting highly qualified teachers, we have developed outreach strategies that involve finding interested candidates using the NYCDOE Open Market Hiring System, consulting with the CFN 409 Human Resource specialist, reviewing personal recommendations of candidates made by current PS 001K staff members and other classroom teachers, as well as inviting these potential candidates to visit our school to get a sense of

what our school is like and to conduct demonstration lessons on site in a variety of content areas, while being observed by an Administrator. Part of our plan involves utilizing the Internet to post employment opportunities both on the NYCDOE website as well as on our in house website also known as PS 1 Connects. We also encourage prospective teachers to complete applications online and/or submit resumes based on the job postings that are available in our school. Over the years, as part of our plan for attracting and sustaining highly qualified teachers we have also formed collaborative partnerships with traditional teacher education institutions such as Teacher's College and Brooklyn College as well as forming partnerships with alternative licensure programs like Teach for America and NYC Teaching Fellows. Many of these partnerships have also served as a resource for us in providing professional development for our teachers on a variety of instructional topics. As a school, we are constantly evaluating and revising the hiring process by using the Department of Education's Open Market Hiring System, revisiting the roles and responsibilities of teachers and constantly communicating the needs of our school with all prospective employees, so that they are aware of the expectations at PS 001K and are provided with an opportunity to continue to be lifelong learners. As a school we encourage our paraprofessionals and student teachers to continue their education, especially in high need areas such as ESL and Special Education. We try to keep an open door policy and welcome all those that are interested and are vested in making sure that our students are ready to meet the standards and go on to be college and career ready.

To ensure that current staff members become highly qualified, each year we conduct a survey using the Basic Education Data System (BEDS). The BEDS survey is used to determine whether a teacher is considered Highly Qualified within their current assignment. If a teacher is not Highly Qualified based on lack of college credits, efforts are made by the principal to meet with each teacher and develop a plan to help the teacher. Should college credits be needed to meet the requirement, the school uses Title I SWP 5% monies to pay for a portion of the teacher's college courses. New Teachers who are not considered highly qualified are provided a mentor with a minimum of 2 meetings per week. Those teachers considered not Highly Qualified due to the lack of professional development will develop a professional development plan with their immediate supervisor to support the teacher's professional needs. Professional development may consist of the following to meet the annual goal:

- As part of our strategic plan for retaining highly qualified teachers and as a way of developing our teachers we make every effort to provided them with a wealth of professional development opportunities.
- We differentiate the professional development that teachers receive based on interests as well as needs.
- We provide pd opportunities in house as well as provide our teachers with outside staff development opportunities through organizations such as Teacher's College and through our network support specialist from CFN 409
- We also encourage all of our teachers to turnkey the information they get from their outside professional development and share it with their colleagues. Additionally, we ask teachers to post their professional development notes on PS 1 connects site so that others may view them
- We encourage our coaches and teachers to conduct collegial walks to highlight best practices
- We provide professional articles and conduct study groups for teachers to encourage them to learn more about the teaching profession

- We also provide technology training for teachers on the newest data systems, programs, and tools, such as SESIS, Imagine Learning, Smart Boards, ARIS and PD360.
- We provide teachers with the opportunity to provide feedback after administrative and faculty meetings as a way of sharing what they have learned from professional development sessions as well as finding out what other interests they have. This helps both coaches and administrators plan out future professional opportunities and to provide next steps for the teachers learning.
- We also set goals with teachers 3 times a year and meet with them to assess their progress and make sure that they are getting the support that they need to accomplish their goals. Administration conducts observations using a framework as a guide.
- Provide ongoing support on goal setting and differentiation of instruction through small group instruction in ELA using literacy coaches and learning walks.
- Provide ongoing opportunities to conduct collaborative teacher team planning sessions to review student work to implement differentiated activities/tasks and develop small group instruction for at risk Level 1 and 2 students, with a concentration on ELL and IEP students.
- Monthly Special Education and ICT meetings will provide opportunities on ways teachers of students with disabilities can incorporate levels of differentiation within their tasks and classroom lessons.
- Special Education committees will meet once a month to plan differentiated activities/tasks within the units of study as well as correlate new National Common Core Standards in ELA and math.
- Coaches and Administrators will meet with teachers to review data from reading assessments to determine strategies to use with groups of students
- Administrators will meet with teachers to review assessments in ELA and Math to form plans for instruction.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

The following is a list of instructional strategies and activities that are being provided at PS 001 K as a way of supporting our students under NCLB:

- Students with Temporary Housing – each student is allocated \$100 from Title I monies. These monies are used to purchase items based on student needed such as independent reading materials and math activities which can be used at home, and to purchase basic supplies for each student (notebooks, pencils, etc.)
- Community Based Organizations (Center for Family Life) – This program runs from 3:00pm – 5:45pm each day. Students receive homework help and engaged in literacy based activities as well as learning through the arts and movement. The principal meets with the coordinator of the program via Beacon Advisory Council meetings and one to one, as needed. Efforts to connect the counselors who work with the students within the program and the school staff have been made through emails and CFL sponsored activities. Literacy coaches have provided the counselors with “Homework Help” tips and copies of units of study to support the CFL staff.
- Community Based Organizations (Salvation Army) - This program runs from 3:00pm – 6:00pm each day. Students receive

homework help and engaged in literacy based activities as well as learning through the arts and movement. The principal meets with the coordinator of the program via one to one meetings throughout the year where program progress is reviewed and school goals are shared.

- Universal Pre Kindergarten - At the PS 1, we provide children with ample time to prepare for the transition into Kindergarten by providing an age appropriate curriculum that includes lessons on “change and transitions”. The curriculum takes 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 suggestions 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 be provided support from the school social Worker to assist in the transition via workshops geared to the social-emotional aspect of the transition.; Initiate opportunities for inter and intra staff communication and exchange. Share information with staff at elementary schools on preschool program for continuity.
- Support services for “at risk” students in math and reading after the school day.
- AIS reading and math 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 math, 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.
- Two SETTS teachers, SEIT specialists and an IEP teacher will service mandated and at-risk students during the school day.
- Continue to implement cluster programs such as the Peace Education cluster, Health cluster and Peer Mediation.
- 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 senior citizen centers, the Humane Society, hospitals and other organizations where our students conduct community service.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

The following funding sources will be used to support this goal:

- Title I SWP

For OTPS, monies will be used to pay for a Math Aussie to train teachers, obtain parent translation, teacher training, materials for parent workshops, and to pay for college courses to obtain Highly Qualified teachers.

In Per Session, monies will be used to pay for teacher training and parent translation

In Per Diem, monies will be used to pay for substitutes in order to conduct school inter-visitations, train staff members.

- TL FSF
In Per Diem, monies will be used to obtain substitute teachers to train teachers.
In OTPS, monies will be used to obtain supplies, books/magazines, obtain the Technology AUSSIE and materials to support instructional activities and contracts for PD 360.
In Per Session, monies will be used to pay teachers for training and inquiry support.
- ARRA Data Specialist
In Per Session, monies will be used to pay for the Data Specialist to analyze data, create reports in order to conduct professional development.
- Title I Translation
In OTPS, monies will be used to obtain contracts and towards supplies for parent translation.
In Per Session, monies will be used to pay staff members to translate for parents.
- ARRA RTTT Citywide
In Per Session, monies will be used to pay for teachers who serve as facilitators on the inquiry teams.

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

Comprehensive needs assessment

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

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

| | 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 | 110 | | N/A | N/A | 7 | | 3 (pending consent) | |
| 1 | 165 | | N/A | N/A | 3 | | | |
| 2 | 111 | | N/A | N/A | 0 | | | |
| 3 | 106 | 3 | N/A | N/A | | | | |
| 4 | 113 | 27 | | | 2 | | | |
| 5 | 91 | 20 | | | 4 | | | |
| 6 | | | | | | | | |
| 7 | | | | | | | | |
| 8 | | | | | | | | |
| 9 | | | | | | | | |
| 10 | | | | | | | | |
| 11 | | | | | | | | |
| 12 | | | | | | | | |

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

| Name of Academic Intervention Services (AIS) | Description |
|--|---|
| 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> Two licensed reading teachers provide small group instruction to at-risk students and holdovers 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 3-5 students who are reading at level 2 and some at risk level 1 students. 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.</p> <p><u>AT- Risk SETTS: (pending caseload)</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 Program/ELL Intervention Services for grades 2-5:</u> Teachers provide small group instruction to at-risk English Language Learners during after school hours or Saturday. The program is designed to enhance literacy 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 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. Case study students will be grouped by need and the teacher will target specific skills 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 Program/ELL Intervention Services for grades 2-5:</u> Teachers provide small group instruction to at-risk English Language Learners during after school hours or Saturday. 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 and the NYS Math test.</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 and small group intervention with a focus on nonfiction using science related materials.</p> |
| Social Studies | <p><u>Non fiction instructional focus</u> Students will participate in guided reading and small group intervention with a focus on nonfiction using social studies related materials.</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</p> |

traumas in their life and display severe behavior difficulties during the school day. These two psychologists collaborate with staff and parents in order to provide the child with tools to function successfully in school and at home.

Lutheran Medical Center/PS 1 Clinic:

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.

Lutheran Dental Clinic/PS 1 Clinic

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.

DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING THE PARENT INVOLVEMENT POLICY (PIP)

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Public School 1 (Parent Involvement Policy-PIP)

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.

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

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.
- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school’s Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school’s Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents’ capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

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

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

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 a 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 thru 5. This will be managed and organized by the Family Workers 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 (Ex. TC Parent Day, CBO activities)
5. 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 beginning of the 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.
6. 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
 - Understanding their child's IEP
 - b. We will provide parental workshops given at the school level. Topics might include in each grade:
 - Literacy – Reading/Writing skills(K-5)/strategies Test Prep (grades 3-5)
 - Math – Everyday Math and Math games (K-5)
 - 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
 - Strategies to support struggling students at home
 - Understanding types of learning disabilities, ways to support students through parent workshops.
 - Vocabulary activities to build academic language for English Language Learners
 - Parent Support group to discuss and provide support with parenting skills
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 coaches/math AUSSIE and teachers have agreed to provide workshops on their subject areas (by grade and subgroup – ELL/SWD/Gifted) and 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, 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.
 - e. We will provide a lending library for all grades and books in different languages.
 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, student progress reports 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 workers, 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.
 - d. 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.
 - e. Monthly calendars will be distributed informing parents of current events.
 - f. Translation services are made available thru a telephone hotline and Legal Interpreting Services (LIS)

Public School 001 – School Parent Compact

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
 - Fabulous Friday
 - 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, regular yearly check ups (dental, visual, physical) and ensures their child receives medical treatment when needed (ex.: flu, lice treatments, etc.)
- 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
 - Continue to provide special programs such as peer mediation and at risk counseling.

Hold parent-teacher conferences to discuss their children’s progress; *support home-school relationships and improve communication by:*

- - 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 Assistant Principal.
- 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, two family workers, 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.
- Conduct parent workshops which include classroom visitations, especially with student subgroups (Gifted, Students with Disabilities, etc.)

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:
 - ❖ Monitoring my child's attendance;
 - ❖ Making sure my child is on time and prepared everyday for school;
 - ❖ 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.
 - ❖ Monitoring the amount and type of internet access by child accesses.
- Participating in decisions relating to my children's education by attending monthly PTA meetings.
- Participating and volunteering 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.
- 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, regular yearly check ups (dental, visual, physical) and ensures their child receives medical treatment when needed (ex.: flu, lice treatments, etc.)
- 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.
- Monitoring my child's reading everyday as stated in the reading contract.
- Signing all school documents (ex: permission slips) and student work (ex.: tests) in a timely manner when requested.

Student Responsibilities:

- attend school regularly and arrive on time;

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

SIGNATURES:

SCHOOL

PARENT(S)

STUDENT

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: __15K001__ **School Name:** __The Bergen School__

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

The area of school improvement identified by New York State is in English Language Arts within the Students with Disabilities (SWD) sub group. Our school has turned School In Need of Improvement - Improvement Year 1 – Basic for two main reasons. According to our NYS School Report Card, a decrease in ELA scores for the Limited English Proficient (LEP) group in 2010-11 and a decrease in the ELA scores for the 2011-12 school year in the Students with Disabilities subgroup has caused our school to move into the SINI status. Although in 2011-12, our LEP subgroup made annual yearly progress in ELA, we were unable to maintain our safe harbor status with our Students with Disabilities group in this area and became a SINI school. On the 2010-11 School Report Card, it indicates that we needed to obtain an Annual Measurable Objective of 111 or a Safe Harbor Target of 85. Currently our performance index is 81, 4 points away from the Safe Harbor target. Due to new testing regulations, the flexibility of 34 points added to the performance index of students within the SWD group, previously allowed by the state, has been removed. As a result we were unable to make annual yearly progress.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

The following interventions will be implemented to improve the achievement of students in the area identified:

- The use of an SES vendor to provide ongoing intervention in literacy to targeted students
- Professional development for teachers who contain students with IEPs in their class through the Teachers College Inclusive Classrooms Project – ongoing study group, labsite work and coaching
- Professional planning sessions with for self contained teachers with a Special Education Instructional Specialist.
- Ongoing professional coaching support with special education teachers using literacy coaches and Special Education Instructional Specialist.
- Training and professional support groups for teachers using the Foundations and Wilson programs.
- Inter-visitations to other schools with best practices in providing differentiated instruction for students with disabilities subgroup.
- Individual parent workshops to support language and literacy at home, including parent support group in understanding the Individualized Education Plan
- Implement collaborative teacher teams in inquiry to research best practices in supporting students w/disabilities
- Provide intervention support using programs such as Skillstutor and Imagine Learning for students with disabilities making little to no progress.
- Ensure students with disabilities, who are not making sufficient gains in instruction are invited to before and after school intervention opportunities, such as extended day and an after school/Saturday literacy program.

Part B: For Title I SINI Schools Only

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 will be used to remove the school from school improvement.

As a Title I SWP school, we have set aside 10% of our allocated monies towards professional development.

The 10% of Title I SWP have been used as follows:

- To obtain the services of a literacy coach to support teachers with struggling students and students with IEPs. –
- To obtain the services of a special education assistant principal to provide monthly professional meetings in the area of literacy and math.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

This year we will plan to implement a stronger New Teacher Induction Program. As part of this plan, the principal, assistant principals and coaches will create a plan to include several components.

- New Teacher Mentoring Meetings – This will occur in the beginning of the school year which will be lead by the literacy coaches. Teachers will be provided with curriculum materials and instruction on the workshop model. They will learn how to write minilesson and develop strategies to use within the first weeks of school.
- Buddy Teachers – Each teacher will be assigned a buddy teacher who is a veteran teacher on their grade. They will be allotted days to visit their classroom to view lessons and provided planning periods for the teachers to discuss curriculum planning.
- Mentoring – New teachers will be part of a two month cycle within September and October where they will receive one on one mentoring from the literacy coaches. The coaches will provide support on classroom management, record keeping, lesson planning and the delivery of instruction. After the first two months of school, the literacy coaches will start a new cycle with other teachers, yet still meet with the new teachers on a weekly basis to provide planning support and mentoring. They will also be provided with professional development on teaching LEP students in the areas of reading and writing.

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.

Parents will be notified about the school identification for school improvement through letters sent home, a parent notification meeting and Parent Teacher Association meetings. The School Leadership Team and Title I Parent Advisory Council will be notified and will help with supporting the school's message within the school community. Letters will be sent home in the home preferred language as indicated on the Home Language Survey. Parent meetings will be held by the school principal and Parent Association in an attempt to get the school community involved. Translators will be made available to accommodate any language needs within the community during the parent meetings.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

| | | | |
|--|--------------------|-------------------------|--------------------------|
| Cluster Leader/Network Leader Mr. Groll/Mr. Opromalla | District 15 | Borough Brooklyn | School Number 001 |
| School Name The Bergen School | | | |

B. Language Allocation Policy Team Composition [?](#)

| | |
|---|---|
| Principal Jennifer Eusanio | Assistant Principal Arlene Ramos |
| Coach Lynette Cartagena | Coach Caren Hinckley |
| ESL Teacher Mary Tomac | Guidance Counselor Wanda Soto |
| Teacher/Subject Area Lia Planzos | Parent Betsey Mercado |
| Teacher/Subject Area Marisol Sheenan | Parent Coordinator Maribel Pina |
| Related Service Provider Fior Marte | Other Elizabeth Troise |
| Network Leader Neal Opromalla | Other Vivian Barreto |

C. Teacher Qualifications [?](#)

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

| | | | | | |
|--|-----------|--|----------|--|----------|
| Number of certified ESL teachers | 10 | Number of certified bilingual teachers | 6 | Number of certified NLA/foreign language teachers | 3 |
| Number of content area teachers with bilingual extensions | 1 | Number of special education teachers with bilingual extensions | 2 | Number of teachers of ELLs without ESL/bilingual certification | 0 |
| Number of teachers who hold both a bilingual extension and ESL certification | 2 | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | 2 | | |

D. School Demographics

| | | | | | |
|------------------------------------|-------------|----------------------|------------|---|---------------|
| Total number of students in school | 1212 | Total Number of ELLs | 378 | ELLs as share of total student population (%) | 31.19% |
|------------------------------------|-------------|----------------------|------------|---|---------------|

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. 

1. ELL Identification at P.S. 001K 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 testing. In the parent interview, an ESL teacher may discuss possible options for placement available within the New York City school system. 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 student's 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 ESL push in/pull out teachers and sent continued entitlement letters.

The ESL coordinator uses the information from pre-registration and 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 5, 2011. When English LAB-R testing is completed, ESL push/pull out teachers commence mandated services. A rotating schedule has been devised for ESL teachers and other trained personnel to conduct the initial identification for students who may possibly be ELL's after the October 5, 2011 deadline. (See attached)

2. If the student is eligible for ESL services as per the LAB-R, the parents will be contacted by the school, informed of their student's LAB-R score and invited to a Parent Orientation Meeting. Several Parent Orientations will be provided: 8am, 8:40am, 3pm and 6pm to ensure that 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 the bilingual and ESL program options. They will also have an opportunity to discuss the programming options with ESL intervention teachers. The parent coordinator, ESL coordinator and family worker will be available to help parents fill out the surveys and translate, if necessary. If the population demands additional translation services outreach will be made to the school and outside community. In addition, all attempts to schedule a DOE translator will be made.

3. If a student is eligible for ESL services, the parents will receive an entitlement letter from the school with the student's LAB-R score and invited to a Parent Orientation meeting. Parent Orientation Meetings will be held on the day the student is being registered if they are registered after Oct. 5, 2011. If personnel are not available, an appointment will be made. At these meetings, parents will have an opportunity to screen the Parent Orientation video in their native language. This video provides researched based information on the variety of ELL programs available to students by the NYC DOE. They will also have the opportunity to discuss the programming

options with ESL intervention teachers, Parent Coordinator, administrator and/or trained personnel. All parents will fill out 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 a parent does not attend any of the orientation meetings, the ESL intervention staff will make attempts to contact parents individually. Parents have till October 31, 2011, to schedule an appointment, view the Parent Orientation Video and fill out selection forms. As of October 5th "The School Messenger" system will make periodic telephone calls to parents reminding them to fill out the parental selection form. If necessary, report cards will be held until parents view the orientation video and return parental selection forms. In that case, if all measures 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.

All Parental Choice Letters will be recorded on ELL Parent Choice Update (ELPC) in order to fulfill the NYSED requirement of monitoring and ensuring implementation of the required ELL program parent choice process.

4. Newly matriculated students who arrive at P.S.1 are given the opportunity to view the parent orientation video in order to be fully informed of their program choices. Once parents have viewed the video they are asked to fill out the parent selection form. The form is reviewed by a licensed pedagogue and the parents are informed of the class assignment. If a parent's first choice is a bilingual class the parent is placed in a bilingual class. Once the class is full to capacity the parent is given the option of participating in an ESL instructional program or receiving assistance in seeking a school with a bilingual program. If the parent chooses to remain at P.S.1 the parent is informed that if 15 parents in 2 consecutive grades select Bilingual as their first choice a class will be made available.

Students who are not eligible for ESL services or who received a score of Proficient on the NYSESLAT will receive a transitional letter from the school regarding their possible choices of classes and program availability. 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 the 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 put in place to ensure the student's ELL documents follow the student in the case of transfer and promotion to middle school.

In September 2011, we had to develop a translation plan for our Chinese parents to ensure they are receiving all written documentation in their native speaking language. We have sought school personnel to translate school letters for these parents and continue to seek help from our Network to assist this growing population.

5. For the last several years, the LAP team has noticed a decline in the amount of parents requesting Dual Language in grades k-5 and Transitional Bilingual programs in grade 3-5. In the 2010-2011 school year, 45 requested ESL settings, 34 requested bilingual services, and 8 requested dual language services.

6. As a result of parent requests, we informed our Chinese parents that our school currently did not have 15 students in at least two consecutive grades. In order to have a Chinese Dual Language program forms are held and kept on file. These forms are reviewed yearly by the LAP team and examined for trends within grades and population.

In June 2011 we reviewed our parent selection forms and reviewed our current settings. The parent selection forms lead us to close the 5th grade ESL Self Contained class and convert our 4th and 5th grade Transitional Bilingual Education(TBE) class to an abridged 4/5 TBE 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●

This school offers (check all that apply):

| | | | |
|--|------|-----|---------------------------------------|
| Transitional bilingual education program | Yes☘ | No● | If yes, indicate language(s): Spanish |
| Dual language program | Yes● | No☘ | If yes, indicate language(s): |

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

| ELL Program Breakdown | | | | | | | | | | | | | | |
|--|----|---|---|---|---|---|---|---|---|---|----|----|----|---------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total # |
| Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%) | 1 | 1 | 1 | 1 | 1 | 1 | | | | | | | | 6 |
| Dual Language (50%:50%) | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Freestanding ESL | | | | | | | | | | | | | | |
| Self-Contained | 1 | 1 | 1 | 1 | 1 | 0 | | | | | | | | 5 |
| Push-In | 10 | 5 | 5 | 3 | 2 | 3 | | | | | | | | 28 |
| Total | 12 | 7 | 7 | 5 | 4 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 39 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|-----|--|-----|-------------------------------|----|
| All ELLs | 378 | Newcomers (ELLs receiving service 0-3 years) | 290 | Special Education | 78 |
| SIFE | 2 | ELLs receiving service 4-6 years | 49 | Long-Term (completed 6 years) | 2 |

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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 | 95 | 2 | 3 | 11 | 0 | 2 | 0 | 0 | 0 | 106 |
| Dual Language | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| ESL | 232 | 0 | 47 | 38 | 0 | 24 | 2 | 0 | 2 | 272 |
| Total | 327 | 2 | 50 | 49 | 0 | 26 | 2 | 0 | 2 | 378 |

Number of ELLs in a TBE program who are in alternate placement: 0

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 | 25 | 26 | 25 | 17 | 16 | 11 | | | | | | | | 120 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |

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 |
|--------------|-----------|-----------|-----------|-----------|-----------|-----------|----------|----------|----------|----------|----------|----------|----------|------------|
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Yiddish | | | | | | | | | | | | | | 0 |
| Other | | | | | | | | | | | | | | 0 |
| TOTAL | 25 | 26 | 25 | 17 | 16 | 11 | 0 | 120 |

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

| | K | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | | 8 | | TOTAL | |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| | EL L | EP |
| Spanish | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Chinese | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Russian | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Korean | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Haitian | | | | | | | | | | | | | | | | | | | 0 | 0 |
| French | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Other | | | | | | | | | | | | | | | | | | | 0 | 0 |
| TOTAL | 0 |

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

| | 9 | | 10 | | 11 | | 12 | | TOTAL | |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| | ELL | EP |
| Spanish | | | | | | | | | 0 | 0 |
| Chinese | | | | | | | | | 0 | 0 |
| Russian | | | | | | | | | 0 | 0 |
| Korean | | | | | | | | | 0 | 0 |
| Haitian | | | | | | | | | 0 | 0 |
| French | | | | | | | | | 0 | 0 |
| Other | | | | | | | | | 0 | 0 |
| TOTAL | 0 |

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|-----------|-----------|-----------|-----------|-----------|-----------|----------|----------|----------|----------|----------|----------|----------|------------|
| Spanish | 63 | 68 | 43 | 29 | 23 | 14 | | | | | | | | 240 |
| Chinese | 12 | 1 | 3 | 1 | | | | | | | | | | 17 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | 2 | | | | | | | | | | | 2 |
| Arabic | | 2 | 2 | | 2 | | | | | | | | | 6 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | | | | | | | | | | | | | | 0 |
| TOTAL | 75 | 71 | 50 | 30 | 25 | 14 | 0 | 265 |

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

A. Programming and Scheduling Information

1a. P. S. 1K has TBE classes in K-3, a 4/5 bridge TBE class, English as A Second Language (ESL) Self-Contained classes from grades K-4 and Push in/pull out ESL Programs for students from kindergarten through fifth grade.

1b. Students are identified for each program based on their LAB-R results, NYSESLAT and in some cases, review of the the students IEP. Teachers in ESL and Bilingual programs use student proficiency levels to determine number of service periods. In order to ensure compliance, students are grouped heterogeneously by grade and when possible homogeneously by proficiency level. Each class has mixed ability students but they receive guided reading small group instruction based on their NYSESLAT proficiency level. Special education and SIFE students are grouped by their functional level and scaffolds are put in place to support students in the grade level curriculum. Within each Push in/pull out group, teachers differentiate instruction to target students area of need based on NYSESLAT and TCRWP Pro Data. P. S. 1 has 378 ELL students. In the Bilingual Program there are 120 students. There are 268 students in the ESL self contained or push in/ pull out programs

2. The Assistant Principals require that the staff document the periods that teachers are providing ESL, ELA and NLA instruction on their program card according to CR Part 154 mandated minutes. In the transitional bilingual classes, the teachers are required to 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 use their professional judgment to determine the language of instruction throughout the day based upon each student's 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 five self contained ESL classes in grade k-4 will provide English instruction to ELL students throughout the school day utilizing ESL methodologies and scaffolding language. Both our TBE and ESL self contained classrooms practice balanced literacy and follow the 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 by their classroom teacher. Due to the number of students who require ESL services, we have developed Language Enrichment (LE) classes. These classes are taught by a common branch teacher and the ESL teacher pushes in to provide language support according to the CR Part 154 mandated minutes.

3. Both our TBE and ESL self contained classrooms practice the balanced literacy approach and follow the 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 Intermediate level are provided with 360 minutes and Advanced level are provided with 180 minutes of ESL weekly and 180 minutes of ELA instruction by their classroom teacher. ESL push in / pull out teachers are making more of an effort to provide support in the content areas through Stephanie Harvey's work and supporting vocabulary acquisition. In order to ensure compliance, students are grouped homogeneously by grade and heterogeneously by proficiency level with the exception of Special Education ELL's and Newcomer students. Within each pushin/pull out group, teachers differentiate instruction to target students that are of need based on NYSESLAT and TCRWP Pro data.

4. Teachers are encouraged to use the ELE, EDL, Spanish LAB-R and EL SOL assessment to assess students in their native language along with conference notes that are viewed by the grade supervisor.

5a. SIFE are identified first as newcomers and receive the same initial assessments, interview and interventions. The following are examined by the classroom teacher, ESL service provider, and administration

- Documentation, records and reports from their country of birth
- Parent and student interview
- Native language assessment in literacy
- Native language 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. All SIFE students are offered extended day, TitleIII supplemental services, and At-risk counseling. Teachers are expect to integrate SIFE students into their classroom community, but may use small group instruction to provide extra support for the students in literacy, math or content area. Word Study may be level specific. SIFE students may be included in Foundations or Wilson or Imagine Learning programs. Classroom teachers, literacy coach and SETTS teachers work collaboratively to create and educational plan for the SIFE student to ensure they receive the support they need to be successful in the school community.

As per recent updates in NYS testing policy, newcomer students who enter the NYC school system prior to April 2011 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.

5b.

Newcomer ELL's (0-3 years) 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 – new comers are assessed using Spanish DRA (EDL) 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 an educational plan 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 literacy coach provides support; training and resources for

A. Programming and Scheduling Information

teachers to ensure new comers make a swift transition into their new settings and become an active member of their classroom community. All newcomer students are serviced in extended day that focuses on oral language and listening comprehension. New comer students in grades k-2 may be offered Primary Project that provides support services for students who have difficulty adjusting to the school environment. All newcomer students will be offered a Title III service opportunity and will use the English NOW! program to build confidence, oral language and early writing skills. Pending budget, an Imagine Learning license will be purchased to support students in their native language.

As per recent updates in testing policy newcomer students who entered the NYC school system past April 2011 are exempt from taking the ELA state assessments. All other assessments must be administered with testing modifications including translated texts, bilingual dictionaries and extended time. Additionally, because of their new comer status newcomer students are evaluated to determine the SIFE status.

Students who have been in the NYC school system for over one year and are required to participate in NYS exams will be provided with scaffolds for testing during the test prep unit and will participate in the after school test prep programs.

5c In order to address the needs 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.

Ells are serviced in TBE, or Freestanding ESL 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.

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 helping our students prepare for the ELA, Math and NYSESLAT exams. If funds are available, ELL students will also be included in a Title III summer school program. Within the self contained classes, small group reading and writing intervention will be provide by our AIS and Intervention staff members. Teachers will use a variety of programs to support language development including but not limited to Award Reading, Imagine Learning, On Our Way to English, Skills Tutor, Rigby Instep and Foundations and Wilson.

5d. Long Term ELLs (LTE-6 completed years) are included in our Extended Day program which focuses on small group math and literacy instruction. All attempts are made assign a Bilingual, ESL or Reading intervention staff members for ELLs in the extended Program to better address the specific language needs of the population. LTE students (6+ years) in grades 4-5 receive pull out reading intervention to 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. LTEs will be included in a Title III instructional service program focused on the literacy skills needed for grade level comprehension, expression and testing.

LTEs receive state mandated amounts of ESL or bilingual service hours based on the proficiency level and program model. Additionally, each student receives an extension of service as per part 154. All LTEs and ELL testing modifications are observed for all forms of standardized assessments including predictive and practice test.

6. As part of our goals we will develop both languages through creating social and academic structures within the classroom. We will participate in 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 and vocabulary 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 will provide best practices in test preparation throughout the day and the year to help or ELLs on the ELA and NYSESLAT exam. In grades K-2, a variety of balanced literacy structures are used such as shared reading and writing, read aloud and guided reading to help students prepare for the NYSESLAT. Special Education teachers have been provided with Wilson and/or Foundations training to address the language needs of their special education ell students. The teachers work with small groups to lessen the rations of student to teacher and may chose to incorporate the students native language of instruction. Teachers will use a variety of programs to support language development including but not limited to Award Reading

Native Language Usage and Supports

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

| Native Language Usage/Support | Transitional Bilingual Education (TBE) |
|-------------------------------|--|
| 100% | 100% |
| 75% | 75% |
| 50% | 50% |
| 25% | 25% |
| 0% | 0% |
| Native Language Usage/Support | Dual Language |
| 100% | 100% |
| 75% | 75% |
| 50% | 50% |
| 25% | 25% |
| 0% | 0% |
| Native Language Usage/Support | Freestanding ESL |
| 100% | 100% |
| 75% | 75% |
| 50% | 50% |
| 25% | 25% |
| 0% | 0% |

Courses Taught in Languages Other than English ⓘ

B. Programming and Scheduling Information--Continued

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

8. ELL students are eligible for a variety of intervention activities designed to target ELA, Math, and Content Areas. All ELLs are eligible for extended day services with their classroom teacher or an out of classroom teacher, 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 services for our English Language Learners as well as a Title III instructional service program. An instructional program is provided for grades 2-5 students using Title III funding. The ESL and bilingual teachers meet periodically with a assistant principal 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 other programs. Professional development opportunities will be provided for teachers, and workshops for parents, to familiarize them with the content, and strategies for success. Materials have been purchased to support vocabulary aquisition within 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. We have an AIS literacy program that has qualified reading teachers that provide small group instruction to students who are Level 1. The often use guided reading books to enhance students literacy skills. The school has purchased Imagine Learning, Skills Tutor and Awards in English and Spanish to provide supplementary support to the students.

9. In order to support our large Former Ell (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 NYSESLAT remain in the ESL self-contained class for 1 year to ease the transition into a general education setting if space permits. 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 by the school 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.

10. In order to increase in our ELL scores, our Title III instructional program will be implemented to support our students. 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. Students will be engaged in math practice. Through whole and small group practice, our teachers will aim to improve our ELLs math literacy skills.

11. Due to budget constraints we will not have an ESL literacy coach. Due to parent selection we were unable to have a fourth and fifth grade TBE class but we were able to create a 4/5 bridge TBE class.

12. ELLs are invited to participate in Extended Day, After School and/or Saturday Programs, and AIS services along with the general populations. Parents are provided with letters in their native language explaining the programs available to their students along with a consent for for participation. Guidance counselors, teachers, parent coordiator and administration reach out to all students who can benefit from these programs. Center for Family life has an after school program that is located within our school building five days a week from 3p.m. to 5:45 p.m. Students provide with homework help and recreational programs. The Salvation Army is an alternate after school program that picks up the students from the P.S. 1 site and provides students with homework help. Both programs support all students in developing their skills. In the Morning Health Center, which is located in the school building, District

B. Programming and Scheduling Information--Continued

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

8. ELL students are eligible for a variety of intervention activities designed to target ELA, Math, and Content Areas. All ELLs are eligible for extended day services with their classroom teacher or an out of classroom teacher, 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 services for our English Language Learners as well as a Title III instructional service program. An instructional program is provided for grades 2-5 students using Title III funding. The ESL and bilingual teachers meet periodically with a assistant principal 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 other programs. Professional development opportunities will be provided for teachers, and workshops for parents, to familiarize them with the content, and strategies for success. Materials have been purchased to support vocabulary acquisition within 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. We have an AIS literacy program that has qualified reading teachers that provide small group instruction to students who are Level 1. They often use guided reading books to enhance students literacy skills. The school has purchased Imagine Learning, Skills Tutor and Awards in English and Spanish to provide supplementary support to the students.

9. In order to support our large Former ELL (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 NYSESLAT remain in the ESL self-contained class for 1 year to ease the transition into a general education setting if space permits. 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 by the school 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.

10. In order to increase in our ELL scores, our Title III instructional program will be implemented to support our students. 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. Students will be engaged in math practice. Through whole and small group practice, our teachers will aim to improve our ELLs math literacy skills.

11. Due to budget constraints we will not have an ESL literacy coach. Due to parent selection we were unable to have a fourth and fifth grade TBE class but we were able to create a 4/5 bridge TBE class.

12. ELLs are invited to participate in Extended Day, After School and/or Saturday Programs, and AIS services along with the general populations. Parents are provided with letters in their native language explaining the programs available to their students along with a consent for participation. Guidance counselors, teachers, parent coordinator and administration reach out to all students who can benefit from these programs. Center for Family life has an after school program that is located within our school building five days a week from 3p.m. to 5:45 p.m. Students are provided with homework help and recreational programs. The Salvation Army is an alternate after school program that picks up the students from the P.S. 1 site and provides students with homework help. Both programs support all students in developing academic skills. Lutheran Mental Health Center provides counseling to all students in and out of the school building. Primary Project is a school based program that provides support to students who are having difficulty adjusting to the school environment by a trained paraprofessional.

B. Programming and Scheduling Information--Continued

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

8. ELL students are eligible for a variety of intervention activities designed to target ELA, Math, and Content Areas. All ELLs are eligible for extended day services with their classroom teacher or an out of classroom teacher, 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 services for our English Language Learners as well as a Title III instructional service program. An instructional program is provided for grades 2-5 students using Title III funding. The ESL and bilingual teachers meet periodically with a assistant principal 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 other programs. Professional development opportunities will be provided for teachers, and workshops for parents, to familiarize them with the content, and strategies for success. Materials have been purchased to support vocabulary acquisition within 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. We have an AIS literacy program that has qualified reading teachers that provide small group instruction to students who are Level 1. The often use guided reading books to enhance students literacy skills. The school has purchased Imagine Learning, Skills Tutor and Awards in English and Spanish to provide supplementary support to the students.

9. In order to support our large Former Ell (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 NYSESLAT remain in the ESL self-contained class for 1 year to ease the transition into a general education setting if space permits. 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 by the school 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.

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

Beginning

Intermediate

Advanced

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)?

N/A

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

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.

1. 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 intra school professional development.

Teacher's College Workshops

Assistant Principals, teachers, and para-professionals 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 and paraprofessionals attending ESL and bilingual out of school workshops, will turnkey the information during their monthly meetings with the administration and the Literacy Coaches. Assistant Principals will attend specialized study groups that will provide support on supervising and designing instruction for ELLs and at-risk students.

TC Study Groups at PS 1

Two staff developers will facilitate three four - week study groups within our building. In grades K-5 teachers will look at the writing continuum, small group structures and the needs of struggling writers. Each group will be an opportunity for our teachers, who have large groups of ELL students 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.

Intra School Professional Development

Ongoing professional development tailored to the needs of our students and teachers will be provided within the ESL and TBE meetings. The Literacy Coaches will include ESL, Bilingual general and special education teachers in a 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 and vocabulary development 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 and ESL Teachers so they can plan collaboratively, looking across grade levels to better assess student language needs, pool resources, and reflect on school wide trends. The 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 a professional study group for teachers after school. The goal of each study group is to build a community of teachers who feel comfortable and confident teaching, planning, and sharing ESL instructional methods and techniques.

School Based Inquiry Team

As an empowerment school our building currently has 12 school based Inquiry teams that aim to have 75% of our Level 2 ELL students to grade level reading proficiency based on the TCRWP Pro assessments. These groups meet monthly as a whole group and once, one on one, with a Inquiry faciliator to brainstorm strategies, look at student work, and plan instruction. 95% of staff including classroom teachers, intervention teachers, subject area teachers, special education teachers and speech therapists are part of our Inquiry Teams. These teams are faciliated by one of eleven core members made up of classroom teachers, subject area teachers, and coaches. This structure provides support and development for our teachers and high quality small group instruction for our students.

PPC Meetings

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PPC Meetings

As a Phase I school our building has formed a committee of special education teachers, service providers, guidance counselors, school psychologists, ESL coordinators, assistant principals, and coaches. This committee meets bi-monthly to discuss students at risk of being referred for an Individual Education Plan. Together as a team, members brainstorm possible interventions and instructional strategies to help support students before sending the child for testing. Very often students presented are ELLs and the ESL coordinator or ESL teacher will present possible scaffold and strategies to support the child. Occupational and Physical Therapists receive training and support from their district supervisors.

Technical Assistance Meetings

Parent Coordinators, secretaries, and ESL coordinators are invited to attend technical assistance meetings regarding ELL compliance issues. Three times a year Administrators, secretaries, parent coordinators, and ESL coordinators meet to discuss any changes regarding registration, parent selection, and ELL identification.

Literacy and Math Planning Committees

Literacy and Math committees made up of ESL, Special Education, and General Education teachers meet monthly to plan, scaffold, and design curriculum to meet the needs of our students. Working with coaches, teachers adapt the TCRWP and Everyday Math curriculum to

Native Language Usage and Supports

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

| Native Language Usage/Support | Transitional Bilingual Education (TBE) | | |
|-------------------------------|--|--------------|----------|
| | Dual Language | | |
| | Freestanding ESL | | |
| | BEGINNERS | INTERMEDIATE | ADVANCED |

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

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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?

1. 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 parent orientation meetings for newly enrolled ELLs upon enrollment. 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.

The 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, The expectation of Math Projects K-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 classroom teachers 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 may 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.

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.

2. The Center for Family Life(CFL) a community organization (CBO) offers family counseling and those in need. CFL also provides parents with English as A Second Language classes, GED classes and exercise programs in the evening. CFL staff is composed of a bilingual staff. Health Plus which is affiliated with Lutheran Hospital provides parents with workshop in Nutrition and Health and, translators are made available.

3. The needs of parents are evaluated through Learning Surveys, Workshop Surveys, Oral Surveys, parental participation in PTA and Fabulous Friday meetings. The Parent coordinator sends out surveys three times a year and it is reviewed by the School Leadership team.

4. The parental involvement activities addresses the needs of parents by informing them of the schools academic expectations. We ensure that parents are given resources and knowledge that they can use with their children at home. We support their native language by providing them with materials and resources that will encourage further participation in the school community. There is a Title 1 parent committee which meets twice a year to discuss and review how the Title 1 parent money is being utilized. Parents obtain feedback from other Title 1 parents to ensure it meets their needs. We have allocated more money for translation services this year to build communication between home and school. The School Messenger system has been purchased to ensure that all parents are informed of the school's parental activities. Parents will have access to more literacy and math workshops.

B. Programming and Scheduling Information--Continued

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

8. ELL students are eligible for a variety of intervention activities designed to target ELA, Math, and Content Areas. All ELLs are eligible for extended day services with their classroom teacher or an out of classroom teacher, 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 services for our English Language Learners as well as a Title III instructional service program. An instructional program is provided for grades 2-5 students using Title III funding. The ESL and bilingual teachers meet periodically with a assistant principal to discuss standards, scaffolds, and alignment to school curriculum expectations. The Disaggregated Data indicates that ELL students have improved their scores on the ELA.

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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 other programs. Professional development opportunities will be provided for teachers, and workshops for parents, to familiarize them with the content, and strategies for success. Materials have been purchased to support vocabulary acquisition within 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. We have an AIS literacy program that has qualified reading teachers that provide small group instruction to students who are Level 1. The often use guided reading books to enhance students literacy skills. The school has purchased Imagine Learning, Skills Tutor and Awards in English and Spanish to provide supplementary support to the students.

9. In order to support our large Former Ell (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 NYSESLAT remain in the ESL self-contained class for 1 year to ease the transition into a general education setting if space permits. 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 by the school 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.

10. In order to increase in our ELL scores, our Title III instructional program will be implemented to support our students. 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. Students will be engaged in math practice. Through whole and small group practice, our teachers will aim to improve our ELLs math literacy skills.

11. Due to budget constraints we will not have an ESL literacy coach. Due to parent selection we were unable to have a fourth and fifth grade TBE class but we were able to create a 4/5 bridge TBE class.

12. ELLs are invited to participate in Extended Day, After School and/or Saturday Programs, and AIS services along with the general populations. Parents are provided with letters in their native language explaining the programs available to their students along with a consent for participation. Guidance counselors, teachers, parent coordinator and administration reach out to all students who can benefit from these programs. Center for Family life has an after school program that is located within our school building five days a week from 3p.m. to 5:45 p.m. Students are provide with homework help and recreational programs. The Salvation Army is an alternate after school program that picks up the students from the P.S. 1 site and provides students with homework help. Both programs support all students in developing academic skills. Lutheran Mental Health Center provides counseling to all students in and out of the school building. Primary Project is a school based program that provides support to students who are having difficulty adjusting to the school environment by a trained paraprofessional.

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.

The numbers included in the ELL Program Breakdown under grades 4 and 5 TBE classes represents the number of students in our 4/5 TBE (Spanish) abridged class.

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)?

N/A

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.

1. 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 intra school professional development.

Teacher's College Workshops

Assistant Principals, teachers, and para-professionals 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 and paraprofessionals attending ESL and bilingual out of school workshops, will turnkey the information during their monthly meetings with the administration and the Literacy Coaches. Assistant Principals will attend specialized study groups that will provide support on supervising and designing instruction for ELLs and at-risk students.

TC Study Groups at PS 1

Two staff developers will facilitate three four - week study groups within our building. In grades K-5 teachers will look at the writing continuum, small group structures and the needs of struggling writers. Each group will be an opportunity for our teachers, who have large groups of ELL students 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.

Intra School Professional Development

Ongoing professional development tailored to the needs of our students and teachers will be provided within the ESL and TBE meetings. The Literacy Coaches will include ESL, Bilingual general and special education teachers in a 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 and vocabulary development 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 and ESL Teachers so they can plan collaboratively, looking across grade levels to better assess student language needs, pool resources, and reflect on school wide trends. The 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 a professional study group for teachers after school. The goal of each study group is to build a community of teachers who feel

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School Based Inquiry Team

As an empowerment school our building currently has 12 school based Inquiry teams that aim to have 75% of our Level 2 ELL students to grade level reading proficiency based on the TCRWP Pro assessments. These groups meet monthly as a whole group and once, one on one, with a Inquiry facilitator to brainstorm strategies, look at student work, and plan instruction. 95% of staff including classroom teachers, intervention teachers, subject area teachers, special education teachers and speech therapists are part of our Inquiry Teams. These teams are facilitated by one of eleven core members made up of classroom teachers, subject area teachers, and coaches. This structure provides support and development for our teachers and high quality small group instruction for our students.

PPC Meetings

As a Phase I school our building has formed a committee of special education teachers, service providers, guidance counselors, school psychologists, ESL coordinators, assistant principals, and coaches. This committee meets bi-monthly to discuss students at risk of being referred for an Individual Education Plan. Together as a team, members brainstorm possible interventions and instructional strategies to help support students before sending the child for testing. Very often students presented are ELLs and the ESL coordinator or ESL teacher will present possible scaffold and strategies to support the child. Occupational and Physical Therapists receive training and support from their district supervisors.

Technical Assistance Meetings

Parent Coordinators, secretaries, and ESL coordinators are invited to attend technical assistance meetings regarding ELL compliance issues. Three times a year Administrators, secretaries, parent coordinators, and ESL coordinators meet to discuss any changes regarding registration, parent selection, and ELL identification.

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Literacy and Math committees made up of ESL, Special Education, and General Education teachers meet monthly to plan, scaffold, and design curriculum to meet the needs of our students. Working with coaches, teachers adapt the TCRWP and Everyday Math curriculum to meet the needs of our ELLs and Former ELL population. Some of these committees also provide for vertical planning and cross - grade

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?

1. 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 parent orientation meetings for newly enrolled ELLs upon enrollment. 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.

The 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, The expectation of Math Projects K-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 classroom teachers 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 may 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.

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.

2. The Center for Family Life(CFL) a community organization (CBO) offers family counseling and those in need. CFL also provides parents with English as A Second Language classes, GED classes and exercise programs in the evening. CFL staff is composed of a bilingual staff. Health Plus which is affiliated with Lutheran Hospital provides parents with workshop in Nutrition and Health and, translators are made available.

3. The needs of parents are evaluated through Learning Surveys, Workshop Surveys, Oral Surveys, parental participation in PTA and Fabulous Friday meetings. The Parent coordinator sends out surveys three times a year and it is reviewed by the School Leadership team.

4. The parental involvement activities addresses the needs of parents by informing them of the schools academic expectations. We ensure that parents are given resources and knowledge that they can use with their children at home. We support their native language by providing them with materials and resources that will encourage further participation in the school community. There is a Title 1 parent committee which meets twice a year to discuss and review how the Title 1 parent money is being utilized. Parents obtain feedback from other Title 1 parents to ensure it meets their needs. We have allocated more money for translation services this year to build communication between home and school. The School Messenger system has been purchased to ensure that all parents are informed of the school's parental activities. Parents will have access to more literacy and math workshops.

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) | 3 | 28 | 8 | 3 | 6 | 7 | | | | | | | | 55 |
| Intermediate(I) | 50 | 37 | 20 | 18 | 4 | 4 | | | | | | | | 133 |
| Advanced (A) | 50 | 27 | 47 | 22 | 28 | 16 | | | | | | | | 190 |
| Total | 103 | 92 | 75 | 43 | 38 | 27 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 378 |

| NYSESLAT Modality Analysis | | | | | | | | | | | | | | |
|----------------------------|-------------------|---|----|----|----|----|----|---|---|---|---|----|----|----|
| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| LISTENING /SPEAKING | B | | 3 | 2 | 0 | 1 | 1 | | | | | | | |
| | I | 3 | 22 | 1 | 0 | 2 | 2 | | | | | | | |
| | A | | 53 | 57 | 22 | 11 | 7 | | | | | | | |
| | P | | 13 | 11 | 20 | 22 | 12 | | | | | | | |
| READING/ WRITING | B | 3 | 25 | 7 | 2 | 3 | 3 | | | | | | | |
| | I | | 31 | 19 | 18 | 5 | 3 | | | | | | | |
| | A | | 18 | 29 | 21 | 26 | 14 | | | | | | | |
| | P | | 9 | 20 | 1 | 2 | 2 | | | | | | | |

| NYS ELA | | | | | |
|------------------------|---------|---------|---------|---------|-------|
| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3 | 12 | 27 | 13 | 0 | 52 |
| 4 | 11 | 16 | 3 | 0 | 30 |
| 5 | 17 | 14 | 1 | 0 | 32 |
| 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 | 5 | | 15 | | 29 | | 0 | | 49 |
| 4 | 1 | | 18 | | 11 | | 3 | | 33 |

| NYS Math | | | | | | | | | |
|---------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 5 | 10 | | 16 | | 8 | | | | 34 |
| 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 | 1 | | 6 | | 13 | | 8 | | 28 |
| 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 | | | | |
| Integrated Algebra | | | | |
| Geometry | | | | |
| Algebra 2/Trigonometry | | | | |
| Math | | | | |
| Biology | | | | |
| Chemistry | | | | |
| Earth Science | | | | |
| Living Environment | | | | |
| Physics | | | | |
| Global History and Geography | | | | |
| US History and Government | | | | |
| Foreign Language | | | | |
| Other | | | | |
| Other | | | | |
| NYSAA ELA | | | | |
| NYSAA Mathematics | | | | |
| NYSAA Social Studies | | | | |
| NYSAA Science | | | | |

Native Language Tests

| | # of ELLs scoring at each quartile (based on percentiles) | | | | # of EPs (dual lang only) scoring at each quartile (based on percentiles) | | | |
|----------------------------|--|------------------------|------------------------|------------------------|--|------------------------|------------------------|------------------------|
| | Q1 1-25 percentile | Q2 26-50 percentile | Q3 51-75 percentile | Q4 76-99 percentile | Q1 1-25 percentile | Q2 26-50 percentile | Q3 51-75 percentile | Q4 76-99 percentile |
| ELE (Spanish Reading Test) | 9 | 9 | 11 | 8 | | | | |
| 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.

1. Our school uses the Teachers College Reading and Writing Project Assessment Pro tool and the ELL periodic assessment 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. This shows that the majority of our ELL students are not reading on grade level. Many of our ELL students enter our school in the primary grades and are in need of support in attaining academic language, decoding work and phonemic awareness. As a result, we are in need of programs which provide concrete support within these emergent literacy areas.

Native Language assessments are used in in our Bilingual classrooms. When available, teachers ensure that the language of instruction matches the language of the assessment. Although each bilingual teacher follows state mandates of language allocation based on NYSESLAT levels of students in their class, many choose math and content area to deliver Native Language instruction. Our science, social studies, and math instructional and assessment materials are available in English and Spanish. All ELLs in grades 3-5 receive translated versions of the State Science and Math Assessments and bilingual dictionaries are provided during the state ELA exam. Literacy Instruction and assessment are delivered in Spanish in varying amounts depending on students' levels. Newcomer and SIFE students in bilingual classes, are administered portions of EL SOL, or the Spanish DRA (EDL) reading assessments based on teacher's professional opinion informally. Teachers conduct the assessment to determine the students' ability to read and recall in the Spanish language. These assessments are conducted at least twice a year to monitor student progress in reading in Spanish. As TCRWP Pro is the school's choice for reading assessment, teachers are not mandated to provide Native Language Assessments on a regular basis. Our building services a wide variety of students at diverse native and second language levels, therefore native language assessments are administered at different times and for different purposes. In our Bilingual classes native language assessments in math and science are used to measure growth. Students in grades 3-5 are provided with translated versions of the State Assessments if necessary. In reviewing our data, our newcomers score higher on the Spanish DRA than on the TCRWP assessments due to the translated support they receive with the native language assessment.

2. On the 2010-2011 NYSESLAT a 85% of English Language Learners scored at the Intermediate or Advanced level in grades 1-5. 35% scored at the Intermediate level and 50 % scored at the Advanced level. On the 2011-2012 LAB-R 50% of the incoming Kindergarten students scored at the beginner/intermediate level and 50% scored at the advanced level. Students who test at the Beginner and Intermediate levels decrease with each subsequent grade. Most students faired better in the listening and speaking session as compared to the reading and writing section of the NYSESIAT.

3. 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. The majority of ELLs in grades 1-5 score at Advanced or Proficient level in Listening and Speaking. Our largest area of concern is Reading and Writing, especially in our First and Third grade population. . 60% of first grade ELLs and 50% of our third grade ELLs are scoring at Beginner or Intermediate on the NYESLAT exam. Additionally, less than 10% of students in both grades scored Proficient on the Reading and Writing section. This data combined with TCWRP reading levels, point to a major need for reading and writing intervention with our ELL students.

It is clear if students are going to miss their overall NYSESLAT scores and especially demonstrate proficiency, there needs to be greater

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.

The numbers included in the ELL Program Breakdown under grades 4 and 5 TBE classes represents the number of students in our 4/5 TBE (Spanish) abridged class.

Part VI: LAP Assurances

| School Name: <u>The Bergen School</u> | | School DBN: <u>15K001</u> | |
|---|--------------------------|---------------------------|-----------------|
| Signatures of LAP team members certify that the information provided is accurate. | | | |
| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
| Jennifer Eusanio | Principal | | 12/1/11 |
| Arlene Ramos | Assistant Principal | | 12/1/01 |
| Maribel Pina | Parent Coordinator | | 12/1/11 |
| Mary Tomac | ESL Teacher | | 12/1/11 |
| Betsey Mercado | Parent | | 12/1/11 |
| Ms. Marte | Teacher/Subject Area | | 12/1/11 |
| Ms. Planzos | Teacher/Subject Area | | 12/1/11 |
| Lynette Cartagena | Coach | | 12/1/11 |
| Caren Hinckley | Coach | | 12/1/11 |
| Wanda Soto | Guidance Counselor | | 12/1/11 |
| Neal Opromalla | Network Leader | | 12/1/11 |
| Elizabeth Troise | Other <u>Secretary</u> | | 12/1/11 |
| Marisol Sheenan | Other <u>ESL Teacher</u> | | 12/1/11 |
| Vivian Barreto | Other <u>A.P.</u> | | 12/1/11 |
| | Other | | 12/1/11 |

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 15K001 **School Name:** Public School 001 - The Bergen

Cluster: 4 **Network:** CFN 409

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, 91.34% of our school population is Hispanic and 3.63% 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. The language needs of the community are reviewed regularly by the parent coordinator before sending notices home to parents.

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.

Our findings show that of the 1,212 students registered at Public School 001, at least 80% of the Hispanic population prefers to have their parent notifications sent home in Spanish. This information is shared by school staff members during:

- At classroom curricular events and school workshops
- 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

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

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.

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

During the school day, 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 Department of Education 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 (Spanish) staff members are always available before school begins (by 7:30 a.m.) and after school (until 4:00p.m.)
- We will also be requesting interpreters from Central for parent teacher conferences.

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

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

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): PreK-5 Number of Students to be Served: 378 LEP 822 Non-LEP

Number of Teachers 95 Other Staff (Specify) 29

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 2011 NYSESLAT scores all demonstrate the need for targeted reading and writing intervention within the ELL population in grades 2-5. Our students made steady gains on the Reading and Writing section of the NYSESLAT with an average of 5% more in 2011 than the 2010 assessment on each grade level in gaining proficiency. Unfortunately, their current reading levels do not demonstrate this progression. 89% of second grade, 95% of 3rd grade, 100% of 4th grade, and 100% of 5th grade English Language Learners are all reading at level 2 or below according to our school wide Teachers College Assessment Benchmarks demonstrating the need for differentiated instruction within a rigorous reading and writing curriculum. Another reason for targeted support is based on our Listening and Speaking sections which show that our scores in this area declined 6% points. On the State ELA, only 2% more of the English Language Learners benchmarked at levels 3 and 4 in 2011 than on the state assessment in 2010. Therefore, 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, 47.6% of our Kindergarten class will be entitled to ESL services for a total of 102 ELLs.** A Kindergarten ELL class is also made up of 25 students with little to no spoken English and suspected of having Newcomer Status. Finally, of our incoming Kindergarten ELLs, 11 have Chinese as a 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 2011-2012 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, 29 session After School Program will support our ELLs in literacy, Math, and NYESLAT test preparation. We will also support a study group on scaffolding task assessment and units for ELL students. 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 1/24-4/5

An after school program will run for 10 weeks, a total of 29 sessions, consisting of 16 staff members (15 teachers, 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 5th, 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 29 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. The last 15 sessions teachers will dedicate 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 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. 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. It 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. Four lower grade classes will participate in a 8 week session that includes tickets to a performance provided by the company, and artists 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 4 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:

Looking at Depth of Knowledge with an ELL Lens.

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 and tasks that align to the Common Core and are DOK aligned.

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 5th, which would consist of 21 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 also purchase 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 may possible 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 | \$31,713.77 | ESL After school Program <u>Teacher Training Meeting</u> 15 teachers x 50.06 x 1 hour x 1 day =851.02 <u>Instructional After School Program (1/24-4/5)</u> 29 days x 15 teachers x 1 hour x 50.06= 24,679.58 29 days x 1 supervisor x 1 hour x 52.21= 1,519.31 <u>Looking at Depth of Knowledge with an ELL Lens</u> 5 teachers x 1 hour x 50.06 x 5 days = 1,251.50 <u>Parent ESL Classes (1/24-4/5)</u> 2 teachers x 1 hour x 50.06 x 21 days = 2,102.52 1 paraprofessional x 1 hour x 29.00 x 21 days= 609.00 <u>Bilingual Parent Workshop</u> 7 teachers x 2 hours x 1 day x 50.06= 700.84 |
| Purchased services <ul style="list-style-type: none"> - High quality staff and curriculum development contracts. | \$3850 | <u>Making Books Sing</u> 4 classes x 8 sessions x 100.00/per session + \$ 150 (materials, planning session and assessments)+ \$500 (performance) = \$3850 |

| | | |
|--|--------------------|---|
| Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed. | \$3032.23 | ESL Instructional Program Materials – \$3032.23 |
| Educational Software (Object Code 199) | \$8100 | Imagine Learning Licenses - \$150 per student x 54 students=\$8100 |
| Travel | | |
| Other | | |
| TOTAL | \$46,696.00 | |