



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : THE COURTLANDT SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 07X001

PRINCIPAL: JORGE PERDOMO **EMAIL:** JPERDOM@SCHOOLS.NYC.GOV

SUPERINTENDENT: YOLANDA TORRES

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
Jorge Perdomo	*Principal or Designee	
Chandice Carroll	*UFT Chapter Leader or Designee	
Florence Francis	*PA/PTA President or Designated Co-President	
Luvenia Williams	DC 37 Representative, if applicable	
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
Brenda Cartagena	Member/UFT	
Paul Neenos	Member/UFT	
Luisa Valentine	Member/UFT	
Leoney Jarvis	Member/UFT	
Yolanda Morales	Member/Parent-3 rd grade	
Janet Rosario	Member/Parent 3 rd grade	
Tracy Woodall	Member/ Parent 3 rd grade	
Angela Martinez	Member/ Parent 3 rd grade	
Blanca Turcios	Member/ Parent 3 rd grade	
Violeta Guevara	Member/ Parent 1 st grade	

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 -- Strengthening Student Work --*Students will demonstrate growth in mathematical practice skills of the Common Core Learning Standards*
By June 2012, students in grades 4-5 will show gains on statewide mathematics exam, with an increase to an average 55% of the available extended response questions, up from 49.8% in 2010-2011.

Comprehensive needs assessment

- State accountability status- Improvement Year 1 – SQR
- Progress Report – Student progress grade “D”

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:

- Teachers plan standards-based, grade-specific, baseline assessment of student mathematical practice skills during weekly common planning sessions
- Administrators, math coach, and teachers evaluate baseline student mathematical practice skills and adjust planning to meet goals for the year
- Conferring with students around mathematical concepts and mastery of math skills
- Administrators and math coach conduct walkthroughs to plan individualized coaching support for teachers in developing student mathematical practice skills
- Math coach creates targeted groups of teachers in professional study around planning and implementation of lessons specifically related to developing student mathematical practice/thinking skills
- Creation of State of the Art -Math Resource Center- used for daily demonstration and access to resources and proven teaching practices in math
- Administrators, math coach, and teachers evaluate midyear performance assessment in mathematics, monitoring school-wide and individual progress and planning small groups and lesson focus based on results of assessment
- Plan test sophistication unit for mathematics
- Supplementing Everyday Math curriculum with Singapore Math, Math Steps and Math Navigator.
- Increase time on task with targeted intervention for at risk students and subgroups during after school, extended day and Saturday program.
- Everyday Mathematics
- Exemplars
- Common Core standards Staff Development
- Demonstration lessons and workshops to support and align standards based instruction using: manipulative materials, math centers, project based work, Math journals, problem of the day, literacy in Math -- Math backpacks, small group instruction.
- Students will be engaged in activities that will enhance thinking skills
- Infuse literature into math
- Integrate the use of technology for research, problem solving and sharing of best practices and strategies for solving math problems

Strategies to increase parental involvement

- Increased amount of workshops offered to parents geared towards strengthening parent-school relationship, increase parental involvement and participation, increase students academic work at home, and increase students and parent activities to enable parents have a closer understanding of the academic goals for the year.
- Use of Internet to support home academic instruction using i-ready (web based instructional program) purchased by the school.
- Provide ongoing ARIS training to empower parents to access student academic progress.

Strategies for attracting Highly Qualified Teachers (HQT)

- The school professional development plan is designed to support the development of all newly hired teachers and teachers in need of training to ensure Highly Qualified status.
- Currently all teachers are Highly Qualified.
- Title I funding 5% for Highly Qualified has been allocated to meet the needs of teachers identified as not Highly Qualified.

Service and program coordination

- Because students' overall social and emotional health and engagement with the world contribute significantly to successful learning environments, and our belief that engagement with the outside world supports students' background knowledge and readiness to comprehend informational text, the following initiatives are in place at PS1:
 1. Ballroom Dancing -5th grades
 2. Chess in the school for 2nd and 3rd grades
 3. CookShop for parents and students in grades K-2
 4. Ramapo –Managing students behavior –All grades
 5. DreamYard - Art, Music, Drama and Technology grades 3-5
 6. Leadership Program –Grant – Extracurricular activities which include: Art, Dance, Choir, Sports, Working with Family, Music, social services
 7. Supplemental Educational Services for all at risk students
 8. Annenberg Grant- Music studio for all grades
 9. F.R.I.E.N.D.S - partnership with our school for outside additional counseling for all families, parents and students
 10. Philipp H. Michaels
 11. Bright side
 12. Phipps
 13. I have a Dream Foundation – Enrichment and academic services for all 1st grade students
 14. Ready Set Learn- Enrichment for all students
 15. LEAP – Weekly arts workshops for parents and students
 16. Learning Leaders – workshop to train parents to volunteer
 17. Advocates for Children - Academic workshops for parents
 18. Title IID – Project Kim Technology Grant
 19. Fresh Fruit and Vegetable Grant from the Department of Health
 20. Move to Improve – from the department of Ed.
 21. Bronx Arts Ensemble – Seussical Theater, music, dance
 22. Project Read – Literacy for 1st grade
Greenacres
New York Care

Budget and resources alignment

- NYSTL Funds have been allocated to purchase math read aloud books to support math vocabulary and literacy. The school was allocated \$18,864 in NYSTYL Library Books and Text Books. The school supplemented an additional \$33K towards textbooks and library books to infuse reading into the classrooms and throughout the school campus.
- C4E funds support class size reduction in upper and lower grades and mentoring for new teachers. The C4E funds used towards this effort was \$244,872 in dollar amount. Title I SWP to fund after school academic programs for at risk students; purchase resources to support targeted intervention during extended day; fund support staff, Literacy support staff, TC literacy staff developers (upper and lower grade) and Math Coach. The total allocated for Title 1 Staff Development for staff and programs was \$76,682. This was partially used to fund the Math Coach, Teacher's College Reading and Writing Program and Literacy support staff. The 5% Title 1 to make teachers highly qualified was used to send teachers to professional development workshops and to hire substitute teachers for coverages while teachers attend PDs. The 1% designated to parental involvement is used to support parents' initiatives, workshops and gatherings to disseminate information.

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 --Student Academic Achievement --Subgroup students with IEPs

Students with individualized education plans in special education classrooms will demonstrate growth in reading and in writing.

By June 2012, students in grades 3-5 with individualized education plans in special education classrooms will show gains on statewide English language arts exam, with an increase to an average proficiency rating of 2.25, up from 2.10 in 2010-2011

Comprehensive needs assessment

- Did not meet AYP for this subgroup population for the 2010-2011 school year – Improvement Year 1- SQR
- Progress report card grade of “D” in student academic performance

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:

- **Balanced Literacy** Program in the classroom:
 1. **Independent Reading:** Students read a book at their independent level. The teacher confers with students during this time. (Approximately 30 minutes.)
 2. **Independent Writing:** Students maintain work folders, Writer's Notebooks or portfolios, which reflect their ideas and insights. Through genre studies, author studies and craft units of study, students work carefully to change their raw material into published pieces. (Approximately 45 minutes.)
 3. **Shared Reading:** Short texts (poems, rhymes, songs, articles) are carefully chosen by the teacher and presented in large text, placed on overhead transparency or provided for each student. The text is used by the teacher in minni-lessons to model specific reading and writing strategies. (Approximately 10-15 minutes.)

4. **Interactive Writing:** In the lower grades teachers invite students to take risks in recording their oral sentences into written text. (Approximately 10-15 minutes.)
5. **Read Aloud:** The teacher chooses a text, usually grade level or one grade higher, and reads aloud the text to the class. The teacher models fluent reading behavior and the skills, strategies, and habits of good readers. (Approximately 15-20 minutes.)
6. **Word Study:** Depending upon grade level, this may be phonics or word study including prefixes and suffixes, root words, word families, etc. (Approximately 20 minutes.)
7. **Guided Reading:** The teacher leads small group instruction based on assessed needs (Approximately 20-30 minutes.)
8. **Conferring with Readers/Writers** – one on one instruction across all subject areas

Interventions –push in/pull out

- **SETTS – Small group instruction**
- **Foundations**
- **Math Steps**
- **Wilson Reading System**
- **I-Ready –diagnostic and instructional-adaptive web based system**
- **Reading Recovery -1st grade**
- **Great Leaps**

Strategies to increase parental involvement

- Monthly calendars and Newsletter will be distributed to the home which will reflect grade level Parent Orientation Sessions, Family Crafts Fair, Mother’s Day / Parents’ Breakfast
- Workshops on using computers for internet access in the Library and in the Computer Room
- Library will have hours of open access before school and after school
- Parent/Student Breakfasts
- Monthly and weekly parent instructional workshops

Strategies for attracting Highly Qualified Teachers (HQT)

- The school professional development plan is designed to support the development of all newly hired teachers and teachers in need of training to ensure Highly Qualified status.
- Currently all teachers are Highly Qualified.
- Title I funding 5% for Highly Qualified has been allocated to meet the needs of teachers identified as not Highly Qualified.

Service and program coordination

- Because students’ overall social and emotional health and engagement with the world contribute significantly to successful learning environments, and our belief that engagement with the outside world supports students’ background knowledge and readiness to comprehend informational text, the following initiatives are in place at PS1:
 23. Ballroom Dancing -5th grades
 24. Chess in the school for 2nd and 3rd grades
 25. CookShop for parents and students in grades K-2
 26. Ramapo –Managing students behavior –All grades
 27. DreamYard - Art, Music, Drama and Technology grades 3-5
 28. Leadership Program –Grant – Extracurricular activities which include: Art, Dance, Choir, Sports, Working with Family, Music, social services

29. Supplemental Educational Services for all at risk students
30. Annenberg Grant- Music studio for all grades
31. F.R.I.E.N.D.S - partnership with our school for outside additional counseling for all families, parents and students
32. Philipp H. Michaels
33. Bright side
34. Phipps
35. I have a Dream Foundation – Enrichment and academic services for all 1st grade students
36. Ready Set Learn- Enrichment for all students
37. LEAP – Weekly arts workshops for parents and students
38. Learning Leaders – workshop to train parents to volunteer
39. Advocates for Children - Academic workshops for parents
40. Title IID – Project Kim Technology Grant
41. Fresh Fruit and Vegetable Grant from the Department of Health
42. Move to Improve – from the department of Ed.
43. Bronx Arts Ensemble – Seussical Theater, music, dance
44. Project Read – Literacy for 1st grade
Greenacres

New York Care

Budget and resources alignment

- Title I SWP to fund TC Literacy support for the entire staff. The total allocated towards the TC Literacy program is \$37,000 This will be used for the Reading and Writing Workshops conducted thru TC.
- NYSTL Funds have been allocated to purchase fiction and nonfiction text to ensure variety of genre in our classroom libraries and to support content area instruction. The school was allocated \$18,864 in NYSTYL Library Books and Text Books to support the purchase of fiction and nonfiction text. C4E funds support class size reduction in upper and lower grades and mentoring for new teachers. The C4E funds used towards this effort was \$244,872 in dollar amount. Title I SWP to fund after school academic programs for at risk students; purchase resources to support targeted intervention during extended day; fund support staff, Literacy support staff and Math Coach. The total allocated for Title 1 Staff Development for staff and programs was \$76,682. This was partially used to fund the Math Coach and literacy support staff. Another \$80K was set aside to pay staff for after school and before school academic programs to support at-risk students. \$10K was used for educational consultants for students to demonstrate their talents. Of the Title 1 funds a portion was used for supplies and for students' activities during monthly read-aloud lunch sessions with the principal.
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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 – Student Academic Achievement --ELLs

By June, 2012 English Language Learners (ELLs) will demonstrate growth on their use of academic registers of English in reading, writing and responding to text, as evidence on the statewide ELA exam by an increase to an average proficiency rating of 2.45 up from 2.23 in 2010-2011.

Comprehensive needs assessment

- Did not meet AYP for the 2010-2011 school year for this subgroup population – Improvement Year 1 –SQR
- Progress report card grade of “D” in student academic performance

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:
 - Conferring with students and providing Independent and guided reading instruction daily in the classrooms
 - Readers’ and writers’ workshop will be implemented with detailed activities to be conducted daily. These activities will include shared reading, guided reading, author/genre studies, read alouds, small group instruction for particular skills, conferencing, using trade books and chapter books, thematic learning, journals (i.e. reading response, poetry)
 - ESL methodologies will be used to scaffold students learning as per student’s area in need of improvement
 - Professional Development: writing workshops, poetry initiatives, model lessons aligned with State standards, group planning;
 - Staff Developer will support standards based instruction by aligning demonstration lessons in rubric development, response to literature projects, graphic organizer use, functional and procedural writing.
 - Teachers will be trained on how to use leveled libraries and match student to text in their classroom.
 - Teachers will be trained in conferring and small group guided and strategy lessons
 - ESL teacher will share best practices in teaching ESL
 - Classroom teachers will incorporate strategies into all lessons that benefit ELLs
 - The ESL teacher will provide 90 minutes of instruction in ESL to opted out students using “pull-out” model
 - Teachers will participate in the school’s professional development program and incorporate the same guided reading lessons and activities during the readers’ and writers’ workshop
 - Integrated with other language learners, students will be provided with small group, intensive English language instruction.
 - Assess students’ needs in small groups.
 - Give students opportunities to work in groups to share and learn new information and skills.
 - Lead students through the writing process
 - Teacher focuses on a strategy or process that students need to learn
 - Teacher reads to their students, helping them make sense of the text.

- Focus attention on how language is used, vocabulary, discuss meaning, and interpretation of sentences and phrases within text.
- Phonics, word families, prefixes, suffixes
- ESL taught through content areas. Students learn grade level concepts and skills in science, social studies, mathematics, and other academic areas.

Strategies to increase parental involvement

- Provide ongoing workshop to parents with a focus on 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.

Strategies for attracting Highly Qualified Teachers (HQT)

- The school professional development plan is designed to support the development of all newly hired teachers and teachers in need of training to ensure Highly Qualified status.
- Currently all teachers are Highly Qualified.
- Title I funding 5% for Highly Qualified has been allocated to meet the needs of teachers identified as not Highly Qualified.

Service and program coordination

- Because students' overall social and emotional health and engagement with the world contribute significantly to successful learning environments, and our belief that engagement with the outside world supports students' background knowledge and readiness to comprehend informational text, the following initiatives are in place at PS1:
 45. Ballroom Dancing -5th grades
 46. Chess in the school for 2nd and 3rd grades
 47. CookShop for parents and students in grades K-2
 48. Ramapo –Managing students behavior –All grades
 49. DreamYard - Art, Music, Drama and Technology grades 3-5
 50. Leadership Program –Grant – Extracurricular activities which include: Art, Dance, Choir, Sports, Working with Family, Music, social services
 51. Supplemental Educational Services for all at risk students
 52. Annenberg Grant- Music studio for all grades
 53. F.R.I.E.N.D.S - partnership with our school for outside additional counseling for all families, parents and students
 54. Philipp H. Michaels
 55. Bright side
 56. Phipps
 57. I have a Dream Foundation – Enrichment and academic services for all 1st grade students
 58. Ready Set Learn- Enrichment for all students
 59. LEAP – Weekly arts workshops for parents and students
 60. Learning Leaders – workshop to train parents to volunteer
 61. Advocates for Children - Academic workshops for parents
 62. Title IID – Project Kim Technology Grant
 63. Fresh Fruit and Vegetable Grant from the Department of Health
 64. Move to Improve – from the department of Ed.
 65. Bronx Arts Ensemble – Seussical Theater, music, dance

66. Project Read – Literacy for 1st grade
Greenacres
New York Care

Budget and resources alignment

- Title III funds supports extended use and per session for funds for enrichment programs. A portion of the Title III funds will be used for after school program and supplies for the students.
- Title III translations funds to foster family engagement and enhance communication with parents who cannot speak English. 1% of the Title III funds will be used for parental involvement. The goal is to get parents to museums, middle school and college fairs. A few cultural activities are also planned for the parents to engage them in cultural awareness thru the arts.
- NYSTL Funds have been allocated to purchase fiction and nonfiction text to ensure variety of genre in our classroom libraries and to support content area instruction. The school was allocated \$18,864 in NYSTYL Library Books and Text Books to support the purchase of fiction and nonfiction text. An additional \$33K was supplemented from the schools' budget to infuse literacy into the classrooms and throughout the school building.
- C4E funds support class size reduction in upper and lower grades and mentoring for new teachers. The C4E funds used towards this effort was \$244,872 in dollar amount. Title I SWP to fund after school academic programs for at risk students; purchase resources to support targeted intervention during extended day; fund support staff, Literacy support staff, TC literacy staff developers (upper and lower grade) and Math Coach. The total allocated for Title 1 Staff Development for staff and programs was \$76,682. This was partially used to fund the Math Coach, Teacher's College Reading and Writing Program and Literacy support staff. . Another \$80K was set aside to pay staff for after school and before school academic programs for at-risk students. \$10K was used for educational consultants for students to demonstrate their talents. Of the Title 1 funds a portion was used for supplies and for students' activities during monthly read-aloud lunch sessions with the principal.
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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	4	4	N/A	N/A	3	0	1	17
1	18	18	N/A	N/A	1	0	0	28
2	9	9	N/A	N/A	1	0	5	13
3	1	1	N/A	N/A	5	0	7	13
4	77	70	4	0	8	0	16	11
5	67	56	5	3	4	1	6	11
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	<ul style="list-style-type: none"> • Small group instruction-Fundation for lower grades k-2 • Great Leaps for students in need of fluency and decoding • Wilson for students in need of fluency, decoding and comprehension • I-ready- adaptive web based diagnostic and instruction ELA program • Reading Recovery for students in 1st grade • One to one instruction during extended day for students in need of more individualized instruction • ELA Saturday Academy • ELL Saturday Academy • After school academic program with a focus on ELA • Imagine Learning – Nonfiction web based
Mathematics	<ul style="list-style-type: none"> • Small group instruction-Math Steps- Singapore math, Math Advantage (Kaplan) • Math navigator – skill based targeted instruction • Wilson for students in need of fluency, decoding and comprehension • I-ready- adaptive web based diagnostic and instruction Math program • Reading Recovery for students in 1st grade • One to one instruction during extended day for students in need of more individualized instruction • Math Saturday Academy • ELL Saturday Academy • After school academic program with a focus on math
Science	<ul style="list-style-type: none"> • Small group instruction with a focus on academic language and nonfiction comprehension strategies • Project Based Learning – Integration of Science and Technology • Use of internet- videos, recordings, for research

Social Studies	<ul style="list-style-type: none"> • Use of smartboards to research and explore the world through the internet • Focus on geography integration with Literacy • Small group instruction with a focus on academic language and nonfiction comprehension strategies • Project Based Learning – Integration of Science and Technology • Use of internet- videos, recordings, for research
At-risk Services provided by the Guidance Counselor	<ul style="list-style-type: none"> • Conflict-resolution/ Peer mediation • Teaching children to care • Ramapo • Respect for all curriculum • Culturally Responsive Education
At-risk Services provided by the School Psychologist	<ul style="list-style-type: none"> • Crisis intervention • Evaluation and assessment • PPT –EPC services
At-risk Services provided by the Social Worker	<ul style="list-style-type: none"> • Conflict-resolution/ Peer mediation • Teaching children to care • Ramapo • Respect for all curriculum • Culturally Responsive Education
At-risk Health-related Services	<ul style="list-style-type: none"> • Clinic-Nurse • Vision and Hearing Screening • Move to Improve • Asthma class • HIV class • Nutrition classes and programs • Cookshop classes for parents, teachers and students • 504 paras

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)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, PS1, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. PS1's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. PS1 will support parents and families of Title I students by:

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

PS1's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, PS1 will:

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

PS1 will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

PS1 SCHOOL-PARENT COMPACT

PS1, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

III. Student Responsibilities:

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

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 07X001 **School Name:** PS1 The Courtlandt 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.

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.

P.S. 1 will utilize a variety of interventions in order to improve achievement throughout grades 3 through 5. Our school implements small group instruction in order to administer a variety of instructional programs. We have implementing the following interventions:

- Foundations- reading program for selected students who need assistance in developing phonological and phonemic awareness.
- Great Leaps –fluency program to provide targeted instruction for students identified in need of fluency and decoding intervention.
- Wilson Reading Program for students who in addition to fluency and decoding need to improve their reading comprehension.
- i-ready is an adaptive web-based diagnostic and instructional ELA and Math program design to adjust to the reading and math level of the student. This program personalizes instruction based on assessments that meets the individual needs of each student.
- P.S. 1 also provides one- to- one instruction during extended day for students in need of more individualized instruction. We will initiate the ELA Saturday Academy which addresses student needs for three hours during the morning hours. We will also implement a Saturday academy for English Language Learners. Finally we will administer an after school academic program with a focus on the ELA Imagine Learning, which is a web-based program focusing on one on one instruction through various instructional activities.

The following mathematics Intervention will be provided:

- Math Steps
- Singapore Math- which focuses on the use of graphics, manipulative and more visuals
- Math Advantage through the Kaplan program
- Math Navigator which is a modular intervention that targets specific mathematical skills and understandings
- I-Ready for mathematics -an adaptive, web based diagnostic and instructional program.

In addition, our extended day, Saturday Academies, and after school programs is designed to provide additional instruction to at risk student populations with an emphasis in ELA and math.

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.

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

P.S. 1 has established a mentor program to provide year –long ongoing support for all new teachers. Our mentors work with new teachers in order to provide the required amount of in-school mentoring support and to serve as a resource to ensure a successful year.

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.

P.S. 1 will send out the parent notification letter (as per the SINI plan) that will communicate the school's identification for school improvement. This letter will be sent home to parents with the students and copies will be kept at the parent coordinator's office and the main office upon request by individual parents. This letter will be provided in the parents' native language. All letters will be sent out to parents by January 31st, 2012.

Title I SINI Grant School Chart

Funding Period – January 3, 2012 to March 31, 2012

School DBN: PS 1X **School Name:** COURTLANDT SCHOOL

Note: For below, your accountability phase, year, and category information can be found on column K on the 2010-2011 SINI schools spreadsheet. Your differentiated accountability can be found in column N.

Accountability Phase: Improvement Corrective Action Restructuring

Year in accountability phase: year 1 year 2 Advanced

Accountability Category: Basic Focused Comprehensive

Differentiated Accountability Intervention: SQR ESCA JIT Not Required

List all accountability measures (ELA, Mathematics, Science, Graduation Rate) identified for improvement. Include the grade level (Grades 3-8 and/or High School) and specific subgroups (All Students, Asian, Black, Hispanic, Native American, White, Multi-racial, Economically Disadvantaged, Limited English Proficient, and Students with Disabilities) that did not make AYP. *Note: For below, your accountability measure and subgroups can be found in the columns noted below.*

1. ELA (All Students, Black, Hispanic, Students with Disabilities, Limited English Poficient, and Economically

Disadvantaged

2. MATH (All Students, Black, Hispanic, Student with Disability, Limited English Poficient, and Economically

Disadvantaged

Describe each activity. Indicate whether the activity is for planning (P), conducting (C), or follow-up (F) of the DA intervention. If the activity is for follow-up/implementation, indicate the recommendation that it addresses. Indicate the cost and dates for each activity. *Note: Do not exceed the total cost allocated to your school found in column O.*

Activity to Address SINI Status	P	C	F	Cost	Dates of Activity
<p>Planning PD Session for administration to meet with teachers working per session to discuss what’s needed to implement effective instruction followed by Saturday Winter Academy: Funds will be used to support the implementation of a 2012 Winter Academy, to be conducted from January 28 – March 31, targeting all students in grades 1 – 5 who performed at level 1 or 2. 150 students will be invited to attend.</p> <p>9 teachers x 9 sessions at 4hrs per week x \$50.06 per hour = \$16,219.44 1 Supervisor x 36 hrs x \$52.21 per hour = \$1,879.56</p>	X			<p>\$16,219.44</p> <p>\$ 1,879.56</p>	<p>January 21, 2012 - March 31, 2012</p>
<p>Instructional Supplies</p>		X		<p>\$1,901.00</p>	

Total amount for this school:					\$20,000.00
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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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader Amundsen, Charles; Feigelson	District 07	Borough Bronx	School Number 1
School Name PS 1 The Courtlandt School			

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

Principal Jorge Perdomo	Assistant Principal Carlyn Rahynes
Coach Rogelio Herrera	Coach type here
ESL Teacher Mr. N. Valenzuela	Guidance Counselor E. Hernandez
Teacher/Subject Area Ms. Valentin	Parent Ms. Angelica Arroyo

Teacher/Subject Area type here	Parent Coordinator A. Arroyo
Related Service Provider Ms. Bez	Other N. Valenzuela ELL/Bil Coord
Network Leader Dan Feigelson	Other Ms. Riddick, Pupil accounting

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

D. School Demographics

Total number of students in school	688	Total Number of ELLs	204	ELLs as share of total student population (%)	29.65%
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Part II: ELL Identification Process

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

- 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. 

Students who are registering to NYC school system for the first time are provided with a welcome package that includes the Home Language Information Survey (HLIS) in the parent's native language. The Home Language Survey is a required document parents have to fill out with pertinent information regarding language spoken at home. Our bilingual coordinator and/or our ESL instructor conduct an initial interview where it is determined if the student(s) speak any language other than English. The HLIS information is entered in the ATS system by our Pupil Accounting Secretary. Mr. Valenzuela, our bilingual coordinator, uses the HLIS information to determine the language code and if the student will be given the Lab-R test. For students who speak a language other than English a LAB-R is scheduled within 10 days of enrollment. The LAB-R is administered by Mr. Valenzuela, and/or Mr. Nunez, who are licensed ESL teachers/coordinator. Informal interviews are conducted in the parents' native language by our bilingual team and qualified department of education translators (for languages other than Spanish). In other words, we schedule interviews with the appropriate qualified translator. The Spanish Lab is administered to students whose home language is Spanish and scored as an ELL in the LAB-R. The HLIS are stored in the cumulative folders of the students and a copy is kept in the Bilingual Coordinator's office at the school. Mr. Valenzuela and Mr. Nunez assist parents in completing this document. Mr. Valenzuela and or Mr. Nunez, after reviewing HLIS, make decisions regarding the Language code to be input on ATS. These language code decisions are inputted by Ms. Riddick, our pupil accounting secretary. The school makes use of the translation unit (provided from the DOE) to translate for parents as needed.

1c. Every Spring we administer the NYSESLAT to all ELLs. To determine who is eligible, the NYSESLAT eligibility report is printed from ATS and used to schedule testing for all four modalities.

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.

Once the students are tested and eligible for services, Mr. Valenzuela, the bilingual coordinator, and Ms. Arroyo, the parent coordinator (assistant) send Letters to parents to attend our scheduled orientation sessions. At the beginning of the year we scheduled two parent orientation meetings (one in the morning and one in the afternoon) and continue to reach out to parents who did not attend. Parent orientations are scheduled on an ongoing basis for newly arrivals.

During this session(s) we meet with parents and explain the three different programs (transitional bilingual, Dual Language, and Freestanding ESL) available from the NYC Department of Education. Parents of our newly identified ELLs are shown a video which further explain the program choices. This video is in the parents' native language. We further clarified the programs we have available

at our school (Transitional bilingual and push-in, pull-out ESL). The parent orientation is conducted by Mr. Perdomo, (principal) Mr. Valenzuela (bil. Coordinator) and Ms. Arroyo (parent coordinator and assistant). At this orientation, parents are informed of their parental choice. It is explained to parents that when there are 15 or more students in one or two contiguous grades, and a parent choose such program that program is formed. Parents are also notify of their right to choose a program at another school, if their initial choice is not available at our school. The parent orientations take place at the beginning of the year in September and throughout the year as needed. When parent do not attend these orientations, we make parental outreach via phone and letter to schedule a meeting and to provide parents with the required information presented at the orientations. At the parent orientations, parents are given the opportunity to ask questions about the three programs offered by the Department of Education.

Parents are provided with all required documentation/forms and then, our bilingual team answers any questions parents may have. These meetings are open to newly enrolled students so parents can make their choice of program.

The Bilingual Team provides personal meetings as well as phone meetings to provide information to parents about the choices offered by NYCDOE.

The outreach plan is as follows:

- a. Letter of invitation
- b. Phone call if needed
- c. Meeting
- d. Placement

The timeline for this process starts the moment when the child enters the school and it is effective immediately. We make sure students are placed in a program within 10 days of enrollment.

During this meetings parents make their choice of program and complete Parent Surveys.

After the meeting children are placed according to Parents' Choice form in either our ESL Program or Bilingual CTT Program. Parents are informed that if there are 15 or more students in one or two contiguous grades, the child will be placed in a TBE program.

3. Describe the child's placement. Check all that apply	This school serves the following grades (includes ELLs and EPs)	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
		<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11

Within the first 10 days of registration the Bilingual Coordinator assisted by the Parent Coordinator provides an orientation meeting for new parents.

We help parents complete the parent survey and the Program Selection forms at the end of the orientation meeting. We also make phone calls to ensure that parents come to the school to fill out the forms. Marilyn Rivera, the family worker, Ms. Arroyo; the Parent Coordinator, and parents who volunteer make these calls to parents. Within the first 2 to 4 days of registration we send the entitlement letters (in the parent's native language) home with the students and there is a signature line that parents have to sign. These letters are collected by the members of our bilingual team. As students or parent bring the letters, homeroom teachers, the parent coordinator and bilingual coordinator assist in the collection of entitlement letters. Those returned letters are stored and secured in the Bilingual

Coordinator's office. For parents who do not attend the meeting we continue to send them the forms until we are successful in meeting with them personally. Public School 1 offers several parent meetings with The Principal, the bilingual coordinator or ESL teachers who are assisted by the Parent Coordinator where we converse with parents about all the options offered by New York City Department of Education. They are given the opportunity to ask questions in order to make informed choices regarding the program in which their children will participate. Parent surveys are distributed and collected at the meetings. In order to reach parents we send invitations to meetings. For parents who do not return the forms, they are informed that the default program is TBE.

We inform the parents that if the Dual Program becomes available they will be contacted and the option would be offered as a choice within our school.

All letters we sent to the parents regarding these forms are to be returned to the school. Parents sign an acknowledgement of the letters and return the tear off indicating that they have read the letter. All forms and letters are kept in the office of the Bilingual Coordinator at room 312.

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.

The criteria used to place identified ELL students in bilingual or ESL instructional programs is the LAB-R and the Parent Selection Form. The bilingual Department meets with the principal of the school to determine placement of the students.

At the beginning of the year and after parents have chosen the program of choice, we, the bilingual coordinator and team, distribute placement letters to parents informing them of the child's program placement, continued entitlement letters to parents of students who will continue to receive ESL/Bilingual services as indicated by the NYSESLAT and discontinuation letters to parents of students who scored proficient on the NYSELSAT. All record of those letters are maintained and stored in the office of the Bilingual Coordinator.

Letters are sent to parents in their native language as determined by the Home Language Report.

We reach out to parents via letters, phone, and personal meetings during morning line up and dismissal time to set up meetings with parents that did not participate in the parent orientation provided at the beginning of the school year.

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.)

According to our analysis of the parent choice results, for the 2011 school year we had 63 students eligible for parent's choice. From these parents, 26 chose TBE, 29 chose ESL and 0 parents chose Dual Language. Additionally, we have 8 parent choice forms that we are following up to ensure parents fill out correctly and completely. Our programs are aligned with parent's request. The responses received from parents indicate that ESL or TBE is their choice of programs. When needed, we refer parents to a neighboring school when they choose a program we do not offer such as Dual Language. Our data shows that our parents have not opted for a Dual Language program. Our school has been monitoring trends for several years now and we use that data to plan instruction for ELLs for coming years. As the school is in a 90% Spanish population the parent choice has been partially the same over the years. 90% of our ELLs enter the school in Kinder and the parents choice has always being 50-50 for Bilingual and ESL with very little variant. Our data comes from previous Parent Selection Forms, previous HLIS, RHLA and Place of Birth/Language Report. After looking at this data, if we have 15 or more parent choices from the same language on one or two contiguous grad a TBE class created.

PS 161 and PS 25 in District 7 offer a Dual-Language Program that our parents can choose for their children. These referrals, when necessary are offered, recorded and stored.

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.

Based on the trends for the past two years the program model at our school is aligned with the parent request.

At PS 001 we offer two programs to parents –Transitional Bilingual and ESL. These programs meet the parent choice and program selection survey.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5
	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7	<input checked="" type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	1	1	1	1	1	1								6
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	2	2	2	2	2	2								12
Total	3	3	3	3	3	3	0	0	0	0	0	0	0	18

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	204	Newcomers (ELLs receiving service 0-3 years)	160	Special Education	31
SIFE		ELLs receiving service 4-6 years	43	Long-Term (completed 6 years)	1

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										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	80	0	13	22	0	7				102
Dual Language										0
ESL	81	0	9	20		4	1			102
Total	161	0	22	42	0	11	1	0	0	204
Number of ELLs in a TBE program who are in alternate placement:										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	21	17	16	17	19	12								102
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														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
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	21	17	16	17	19	12	0	102						

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ___ Asian: ___ Hispanic/Latino: ___
 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	27	17	11	18	14	07								94
Chinese	1													1
Russian														0
Bengali														0
Urdu														0
Arabic			1	1		1								3
Haitian					1									1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1	1											2
TOTAL	28	18	13	19	15	8	0	101						

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?

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Bilingual Classes

There is one bilingual class in each grade and they are grouped heterogeneously (mixed proficiency levels). Within the classes, students are grouped according to their proficiency level for instruction. Students who are grouped as beginners and intermediates receive two units

A. Programming and Scheduling Information

of ESL instruction (360 minutes) weekly, and advanced ELLs receive one unit of ESL instruction (180 minutes) weekly and one unit of English Language Arts (180 minutes) as per NYS NLA Standards and NYS ESL Standards. Our English Language Learners in our bilingual classes will receive instruction in the content area in their native language according to their level of English Language Acquisition based on the NYSESLAT.

ESL

There is a Pull out ESL program for those students whose parents have opted out of our bilingual program, or, for those students who speak a language other than Spanish. ELL Students who are identified by the LAB-R and the NYSESLAT to be eligible for ESL services are pull-out for one or two units of study according to their level of proficiency. Additionally, students are pull out of their general education classes to receive their required minutes of ESL service.

Pull out groups are mixed by grade and level as follows:

- A. K Beginners and Intermediate
- B. Kinder Advanced
- C. 1st Grade Beginners and Intermediate
- D. 1st Grade Advanced
- E. 2/3 Beginners and Intermediate
- F. 2/3 Advanced
- G. 4/5 Beginners and Intermediate
- H. 4/5 Advanced

Instruction is delivery according to Part 154 that mandates 360 minutes of instruction for beginners and intermediate and 180 minutes for advanced students

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

A. Programming and Scheduling Information

Teachers are informed about the mandated number of units students receive according to Part 154 and based on the results of the NYSESLAT. Teachers receive a copy of the students' data.

In our transitional bilingual education program, Native language instruction is delivered according to the student's English language proficiency levels. The more the student acquires English language skills, the less time is needed for native language. Classroom teachers are provided with NYSESLAT data during PDs and Faculty Conferences. Teachers use this data to prepare and deliver instruction to ELLs. ELA is delivered explicitly according to the student's English language proficiency levels. Their English language acquisition level will determine the amount of time for each class of ELA instruction. Students in the advance level of language acquisition receive 180 minutes of ELA instruction per week.

ESL classes follow thematic units that support instruction for general education classes taking into consideration the needs and goals for each grade and based on the Common Core Standards for Listening and Writing.

Some of the instructional strategies that are employed by our staff in both of our programs are differentiated instruction, scaffolding, balanced literacy and balanced mathematics programs, and the natural approach to ensure English Language Acquisition. Our Staff is using strategies that are outlined in the Principles of Learning that have been established to implement academic rigor. The ESL standards, Balanced Literacy, math ELLs lesson studies, core curriculum as well as Quality Teaching for English Language Learners are also implemented in our ESL instruction.

For Science and Social studies, The TBE program works with content from Core Curriculum for each grade.

Content is delivered according to Core Curriculum. Math for ELLs include Math Up Challenges, I-Ready (Web based ELA and Math diagnostic and Instruction tool), Math Navigator and Every Day Math (available in Spanish and English). Students get extra support for this programs in Extended Day, After School and Saturday Academy. The amount of native language instruction is determine by the NYSESLAT; the content areas of math, science and social studies is delivered in their native language according to the proficiency levels in the NYSESLAT.

All teachers employ student centered learning in their classrooms as well as inquiry based learning activities. The teachers are trained in data analysis and are able to group their students by levels of English Language proficiency through the use of class profiles (ELSOL/ ECLAS2 and DRA/EDL2) and LAB-R data and NYSESALT scores.

Native Language Arts instruction is always delivered to ELLs in the transitional bilingual education program for 180 minutes per week. Native Language support is used when needed to support our ELLs in our ESL groups. ESL instruction is delivered throught the balanced literacy approach targeting literacy instruction through read alouds, shared reading, interactive writing, shared writing and word study. Specific strategies and scaffolds such as small group instruction, hands-on activities, visuals, and technology (such as Smartboards, documents cameras, flip cameras) to support the different needs and learning styles of the students with their language development and

A. Programming and Scheduling Information

the content areas: math, science, social studies and literacy. The Teachers College Program is used by our school to provide instruction to our students.

By looking at data from ATS we are able to determine what language must be used for evaluations. The bilingual coordinator keeps a copy of all languages students speak in the file cabinet in the office of the Bilingual Department. By doing that we ensure that ELLs are appropriately evaluated in their native languages when it applies.

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%			
75%			
50%			
25%			
100%	Dual Language		
75%			
50%			
25%			
100%			
75%			
50%			
25%			
100%			
TIME	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.

A. Programming and Scheduling Information

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?

Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted).

Targeted interventions for ELLs in ELA and the content areas include: On Our Way to English, Words their Way, Month by Month Phonics, Wilson/Foundations, and Fountas and Pinnell Phonics Lessons. Based on multiple assessments, academic intervention services (AIS) are provided to students who show a need for support in ELA and the content areas. Targeted interventions for math, science and social studies take place in small groups to address specific needs in both language and content.

Intervention services are provided to students reaching proficiency through the school's extended day programs. These services continue for two years after they have formally exited the program.

Former ELLs receive test accommodations; such as time and a half, separate location, native language support and exams translated in their native language when available up to two years after passing the NYSESLAT. In addition to testing accommodations, they continue to receive support that varies according to student needs. They are closely monitored for academic progress. Classroom teachers and ESL teachers communicate on a regular basis to ensure that sufficient academic progress is made. If it shows that students are not making adequate progress, the ESL teacher may pull out student for additional support.

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Every year PS1 designs programs for ELLs in order to foster achievement and academic advantages. These programs are implemented by the Principal, The Bilingual Coordinator and they are also suggested by parents, teachers and students. For the current school year, we have launched the ELL Theater production. This program promotes participation in plays with the purpose to develop the 5 standards for ELLs: Reading, Listening, Writing, Speaking and Cultural Knowledge. Students design, write, and perform. Students read stories then create scripts that they perform for the school and the school community.

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PS1 signed a contract to work with IReady: A program to help students with academics.

We are part of a grant where students can use more technology in small groups. iPads are incorporated as part of their resources

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

Science:				

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.

Describe the professional development plan for ELL personnel at the school.

➤ We apply research-based coaching and teaching strategies to support teaching and learning communities. We are also committed to effective differentiated professional development opportunities for systematic change. Staff development for our bilingual and ESL teachers throughout the year are numerous. They include classroom set-up, assessment training in El-Sol and EDL2, how to incorporate ESL strategies in the content areas, guided reading in Spanish, and Quality Teaching for English Language Learners. Specific workshops for

ELLs by the ESL/Bilingual Coordinator and AUSSIE Consultant emphasize English Language Acquisition with academic rigor, which will ensure English Language Acquisition. The Assistant Principals, teachers, paraprofessionals, guidance counselor, special education teachers, all therapists, secretaries, parent coordinator, volunteers and school aides participate in the trainings provided.

Staff are trained in data analysis and Shelter Instruction using the SIOP model for planning lessons.

PDs occur the first Monday of every month at our faculty conference.

On other Mondays during afternoon.

Retreats with the Principal

Academy of collaborative learning on Tuesday s at 7:15

Some of the training and PD include:

- a. SIOP Model Workshops
- b. Inter-Classroom Visitations
- c. Inter-School Visitations

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- d. ESL Lesson Study Group
- e. Lesson Modeling
- f. Technology

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?

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3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Our Parent Coordinator assists the Bilingual Coordinator with the compliance meetings for the Parents of our ELL population. Parents offer themselves as volunteers for many programs and hours at our school

ELL families are invited to participate in regular meetings that happen every Wednesday at 9:00. Invitations are sent in the parents native language. We use DOE office of translation over the phone when needed.

Learning Leaders is a group of parents that volunteer at our school and they also help with translation during our meetings.

Parents are also invited to participate in classroom activities by the teachers involved. They are invited to participate of the shows and performances we have in the building. All communication is sent home in the parents native language or translated to them over the phone.

The community based organization we are affiliated with at or school also reaches out to the parents of our ELL students by

The Parents Association plays a key role in supporting the academic and social/cultural areas toward the success of the English Language Learner. The school partners with LEAP to provide workshops for parents of ELLs. Translation will be provided by the staff as well as the translation unit as needed.

3. The parent coordinator together with the Bilingual Department evaluates the needs of parents sending home Needs Assessment forms for Title I that gives us insight as to how we can better serve our parents.

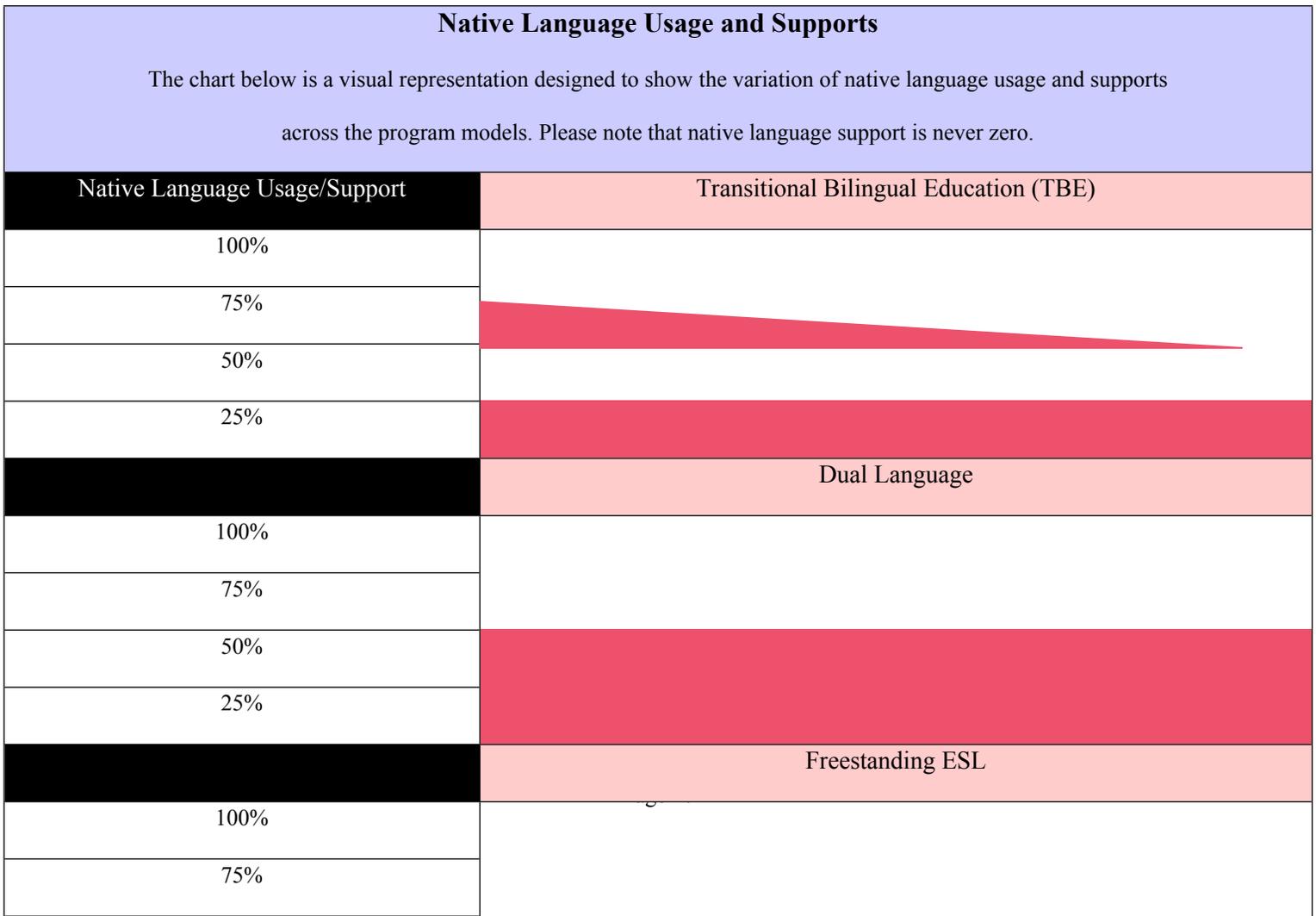
4. Our parental involvement activities guide families of ELL students to make the best decisions for their children. They assist with helping them complete necessary paper work and submit records that are required. Translation services are also provided for parents when needed. We use software to translate letters to Arabic, Chinese and other languages available over the Internet using Google translator, Yahoo etc. When translation is not available we request support from the Translation Unit at the DOE. The diverse cultural backgrounds from which the students come from is celebrated and respectfully accommodated by the school so that new families can become part of the PS 1

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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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?

Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted).

Targeted interventions for ELLs in ELA and the content areas include: On Our Way to English, Words their Way, Month by Month Phonics, Wilson/Foundations, and Fountas and Pinnell Phonics Lessons. Based on multiple assessments, academic intervention services (AIS) are provided to students who show a need for support in ELA and the content areas. Targeted interventions for math, science and social studies take place in small groups to address specific needs in both language and content.

Intervention services are provided to students reaching proficiency through the school's extended day programs. These services continue for two years after they have formally exited the program.

Former ELLs receive test accommodations; such as time and a half, separate location, native language support and exams translated in their native language when available up to two years after passing the NYSESLAT. In addition to testing accommodations, they continue to receive support that varies according to student needs. They are closely monitored for academic progress. Classroom teachers and ESL teachers communicate on a regular basis to ensure that sufficient academic progress is made. If it shows that students are not making adequate progress, the ESL teacher may pull out student for additional support.

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

Every year PS1 designs programs for ELLs in order to foster achievement and academic advantages. These programs are implemented by the Principal, The Bilingual Coordinator and they are also suggested by parents, teachers and students. For the current school year, we have launched the ELL Theater production. This program promotes participation in plays with the purpose to develop the 5 standards for ELLs: Reading, Listening, Writing, Speaking and Cultural Knowledge. Students design, write, and perform. Students read stories then create scripts that they perform for the school and the school community.

PS1 signed a contract to work with IReady: A program to help students with academics.

We are part of a grant where students can use more technology in small groups. iPads are incorporated as part of their resources

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Describe the professional development plan for ELL personnel at the school.

➤ We apply research-based coaching and teaching strategies to support teaching and learning communities. We are also committed to effective differentiated professional development opportunities for systematic change. Staff development for our bilingual and ESL teachers throughout the year are numerous. They include classroom set-up, assessment training in El-Sol and EDL2, how to incorporate ESL strategies in the content areas, guided reading in Spanish, and Quality Teaching for English Language Learners. Specific workshops for ELLs by the ESL/Bilingual Coordinator and AUSSIE Consultant emphasize English Language Acquisition with academic rigor, which will ensure English Language Acquisition. The Assistant Principals, teachers, paraprofessionals, guidance counselor, special education teachers, all therapists, secretaries, parent coordinator, volunteers and school aides participate in the trainings provided.

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Staff are trained in data analysis and Shelter Instruction using the SIOP model for planning lessons.

PDs occur the first Monday of every month at our faculty conference.

On other Mondays during afternoon.

Retreats with the Principal

Academy of collaborative learning on Tuesday s at 7:15

Some of the training and PD include:

- a. SIOP Model Workshops
- b. Inter-Classroom Visitations
- c. Inter-School Visitations
- d. ESL Lesson Study Group
- e. Lesson Modeling
- f. Technology

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?

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?

Our Parent Coordinator assists the Bilingual Coordinator with the compliance meetings for the Parents of our ELL population. Parents offer themselves as volunteers for many programs and hours at our school

ELL families are invited to participate in regular meetings that happen every Wednesday at 9:00. Invitations are sent in the parents native language. We use DOE office of translation over the phone when needed.

Learning Leaders is a group of parents that volunteer at our school and they also help with translation during our meetings.

Parents are also invited to participate in classroom activities by the teachers involved. They are invited to participate of the shows and performances we have in the building. All communication is sent home in the parents native language or translated to them over the phone.

The community based organization we are affiliated with at or school also reaches out to the parents of our ELL students by

The Parents Association plays a key role in supporting the academic and social/cultural areas toward the success of the English Language Learner. The school partners with LEAP to provide workshops for parents of ELLs. Translation will be provided by the staff as well as the translation unit as needed.

3. The parent coordinator together with the Bilingual Department evaluates the needs of parents sending home Needs Assessment forms for Title I that gives us insight as to how we can better serve our parents.

4. Our parental involvement activities guide families of ELL students to make the best decisions for their children. They assist with helping them complete necessary paper work and submit records that are required. Translation services are also provided for parents when needed. We use software to translate letters to Arabic, Chinese and other languages available over the Internet using Google translator, Yahoo etc. When translation is not available we request support from the Translation Unit at the DOE. The diverse cultural backgrounds from which the students come from is celebrated and respectfully accommodated by the school so that new families can become part of the PS 1

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)	32	19	6	4	4	3								68
Intermediate(I)	0	11	12	17	14	10								64
Advanced (A)	13	3	12	15	17	8								55
Total	32	33	30	36	35	21	0	0	0	0	0	0	0	187

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	1					0							
	I		17	3	1									
	A		8	18	12	16	5							
	P		7	9	19	19	13							
READING/ WRITING	B	1	19	6	1	4	2							
	I		11	12	17	14	11							
	A		2	11	15	16	7							
	P		1	1		1	1							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	17	17			34

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
4	5	11	1		17
5					0
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	10		18		6				34
4	7		10		2				19
5									0
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	2		10		7				19
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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				

New York State Regents Exam

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

Native Language Tests

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

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

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

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.

Part VI: LAP Assurances

School Name: Courtland School

School DBN: X001

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jorge Perdomo	Principal		1/1/01

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Name (PRINT)	Title	Signature	Date (mm/dd/yy)
C. Rahynes	Assistant Principal		1/1/01
A. Arroyo	Parent Coordinator		1/1/01
A. Nunez	ESL Teacher		1/1/01
	Parent		1/1/01
Ms. Valentin	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
R. Herrera	Coach		1/1/01
	Coach		1/1/01
E. Hernandez	Guidance Counselor		1/1/01
D. Filgelson	Network Leader		1/1/01
Ms. Bez	Other <u>Service Provider</u>		1/1/01
N. Valenzuela	Other <u>Bil. Coordinator</u>		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: x001 School Name: Courtlandt

Cluster: Amundsen, C Network: 003

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.

Home Language Identification Surveys and parent teacher conferences are used to determine what translation services are needed.

According to the HLIS, almost 90% of the families speak Spanish, 1 family speaks Chinese, 2 families speak Arabic-French, and 4 families

Speak African languages.

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.

City and state written communication is available as per Chancellor's Regulations. School based written communication is provided for all parents in their native languages. School based and/or district interpreters are available for teacher-parent conferences, workshops and school meetings, such as Parent Association meetings and assemblies. As per our findings, translation and interpretation are needed for Spanish, Arabic, and African languages. This information is gathered by the bilingual department using the Home Language Survey completed by parents when registering to NYC public schools for the first time. The parent coordinator and the bilingual coordinator report additional findings to the school community via meetings, memos, and e-mails.

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.

Documents that are not available from the website are translated by in-house school staff and/or outside providers. All parents of English Language Learners receive documents at the beginning of each school year. We provide signs where parents can point to the language of their choice in order to call or make appointments so an interpreter can be available. All other parent communications are distributed to parents at the same time. We use software available on the Internet, such as Google and Babel, to translate documents for parents. Written translation is provided by school staff in Spanish. The Office of the Parent Coordinator holds a list of interpreters. Some of the documents we translate for parents include: letters, brochures, flyers, notices, handouts, forms, surveys, reference guides and special calendars as soon as parents are identified as speakers of other languages. The bilingual team, which includes the principal, the bilingual coordinator, the ESL teacher(s) and the parent coordinator, determines and plans for interpreters. Interpreters from the translation units of the Department of Education are called as needed. The current language status of each family is maintained in the ATS system. That data is provided by parents in their program selection form and from the Home Language Information Survey. All documents are sent home in native languages.

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.

PS 1 ensures that parents that are Limited English Speaking are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education. Oral interpretation is provided by school personnel for Spanish speaking parents and we use outside interpreters for other languages as needed. Parents of English Language Learners meet with the parent coordinator and/or the bilingual coordinator in order to determine their choice of language. Such support enables parents to integrate education into family and home activities. Some of the interpretation services we provide for the parents include: fairs, workshops, hearings, trainings, and assemblies. The current language status of each family is maintained in the ATS system. That data is provided by parents in their program selection form. Some of the activities where we will need translation and interpretation support include: parent workshops, the Middle School Fair, food preparation workshops, craft workshops and a training for parents of strategies to help prepare their children for NYSESLAT success. We also use

interpreters for SBST meetings and parent-teacher conferences. The Translation Unit is called as needed.

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>.

Parents of English Language Learners will be notified of all opportunities that relate to programs and services of their child's education. The Chancellor's Regulations will be distributed to parents in their home language and informative workshops will be offered to parents.

In addition:

- a) Parents receive a copy of the Bill of Rights and Responsibilities.
- b) Languages available in translation are posted in the guidance counselor's office, in the main office and at the entrance of the building.

We determine the primary language spoken by the student's parents within 30 (thirty) days of a student's enrollment. If the language is not English, we determine whether or not the parent requires language assistance in order to communicate effectively with the school.

- c) The school maintains an appropriate and current record of the primary language of each parent. Such information is maintained in ATS, on the Student Emergency Card and we also keep hard copies in the offices of the bilingual and parent coordinators.

Our school's safety plan contains procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers.

e) The Department's website shall provide information in each of the covered languages.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Courtlandt School	DBN: 07X001
Cluster Leader: Amundsen, Charles	Network Leader: Dan Feigelson
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 203 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 5 # of certified ESL/Bilingual teachers: 3 # of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Rationale:

Our Title III supplemental instructional services for our Ells scoring at all levels of English Language Proficiency will be provided with enrichment programs. Our Title III supplemental instructional services for our Ells scoring at the beginning level of English Language Proficiency will be provided with an after school ESL Program. Our after school ESL program will include the following strategies: introduction of new concepts through various methods, such as inquiry, problem solving, processing of concepts/skills with immersion of English, in order to raise their level of linguistic ability in the English language. Teachers will be trained in academic discourse such as hypothesizing, evaluating, inferring, generalizing, predicting and classifying. Teachers will be also trained to use Bloom's Taxonomy and connecting liberal arts to general instruction. There will be four after school ESL classes serving students in grades 3-5. Three classes will be heterogeneously grouped with intermediate and advanced students and two additional classes from grades 3-5 will be homogeneously grouped with beginning students. Four teachers will be working in the after school ESL initiative. These classes will have a ratio of no more than 15 students to one teacher. The goal is to help our bilingual and ESL students pass the NYSESLAT (achieve proficiency level), and to provide these students with additional opportunities to develop their reading, writing, listening and speaking skills in English. Achieving academic skills in math is also one of our top priorities of this program.

Students will be assessed throughout the year through authentic assessments geared for our Ells. These assessments will include conceptual understandings through written and oral exams. We will use web based instructional programs that will be tailored to the students' reading, writing, speaking and listening levels. Our programs will include the following activities: technology classes where students will work with software that will help them improve writing, reading, listening and speaking, ELA classes to promote academic growth in English/language arts, and Math classes to improve mathematical skills.

Sub Groups and Grade levels to be served:

We are creating a two session program. Each session will last 15 weeks. Students will be invited to participate in one of these programs. Parents will receive letters in their native languages. Parents will sign and authorize pupil participation in the programs. There will be four classes serving ELL students in grades k-to 5. Students will share the opportunity within the time frame of these programs.

Schedule:

These classes will be offered during:

- a. after school ELA and Math from 3:15 to 5:00 PM, Tuesday and Thursday

Part B: Direct Instruction Supplemental Program Information

b. Saturdays ELA and Math from 9:00 AM to 12:00 noon.

Language of Instruction:

Our program will focus on ELA and Math classes that will run for 45 hours. All classes will be taught in English. Students will participate during two different sessions of 15 weeks of instruction per session. Students will be able to participate in one of these sessions.

Number and types of certified teachers:

Four teachers and a coordinator will total the number of teachers working in these programs. All classes will be taught in English. The teachers involved in this program are either ESL, Bilingual or Math certified.

Types of materials

Among the materials used to teach these classes we have:

- a. "I-Ready", a software that helps students manage computer skills while achieving academic success, math tools, reading books, technology components, test prep and games.
- b. Nonfiction books from dedicated ESL/ELA libraries available from Attanasio and Associates, Demco, Kaplan, Sadlier, etc.
- c. Math books to reinforce grade curriculum available from Kaplan and the Everyday Math series.

Part C: Professional Development

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

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

Begin description here:

Rationale:

Professional development for teachers (i.e., staff development, in-service education, continuing education, teacher training) is the range of formal and informal processes and activities that teachers engage in both inside and outside of the school, in order to improve their teaching knowledge and skills (Jackson & Davis, 2000). It should be targeted, ongoing, and embedded into a teacher's workday (National Staff Development Council, n.d.). The ultimate goal of teacher professional development is improving student learning outcomes (Guskey, 2003 & Association for Middle Education, 2011).

Teachers to receive training:

Within this program; all teachers working with ELLs will receive training in data analysis, differentiated instruction, Sheltered English, Building Academic Language for ELLs, and scaffolding strategies. These

Part C: Professional Development

teachers will be trained to use Quality Teaching for English Learners methodologies in the classroom.

Schedule and duration:

We will meet every other Monday for one hour during the 30 weeks of the program for a total of 15 meetings.

Topics to be covered:

All teachers working in this Title III Program will attend professional development. Professional development will be modeled after the Reader's and Writer's workshop with an emphasis on comprehension strategies and ESL methodologies that will facilitate and accelerate the students' acquisition of English. Teacher will be trained in ESL Strategies, Software, Critical Thinking, Language Arts/ESL NY Standards and Data Analysis. Teachers will be trained to implement and teach using Bloom's Taxonomy, Building Academic Language for ELLs, Great Leaps, Foundation, ESL methodologies, making use of graphic organizers, connecting liberal arts to general instruction and scaffolding strategies.

Providers(s):

Training will be provided by the principal, the bilingual coordinator and we will invite network support staff to provide professional development in these and other related topics. The product and outcome of these professional development activities will be to provide teachers with the knowledge and skills necessary for them to write and deliver high quality instruction to our bilingual and ESL students. Consequently, our teachers will write, plan and teach lessons with clear language and content objectives (i.e., bics and calps, listening, speaking, reading and writing, reading comprehension in fiction and nonfiction).

Part D: Parental Engagement Activities

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

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

Begin description here:

A growing body of research shows that successful parent involvement improves not only student behavior and attendance but also positively affects student achievement. Successful parent involvement can be defined as the active, ongoing participation of a parent or primary caregiver in the education of his or her child. Parents can demonstrate involvement at home-by reading with their

Part D: Parental Engagement Activities

children, helping with homework, and discussing school events-or at school, by attending functions or volunteering in classrooms. Schools with involved parents engage those parents, communicate with them regularly, and incorporate them into the learning process (Center for Comprehensive School Reform, 2011).

Our parental involvement activities will include workshops geared towards improving parenting skills, study skills, and school-parent communication. Additionally, technology classes will be provided to help parents maximize the use of resources offered at our school.

Schedule and duration:

Parent workshops will take place during the week in the afternoon and on Saturdays. We will call a meeting with parents of students enrolled in the Title III program to determine the best schedule to work with parents. These notes will be sent home with the students and they will be sent in their native language. The coordinator will receive the letters signed by the parents and will moderate the meeting with help from the Parent Coordinator and volunteer parents currently working with us.

We have set 4 meetings with parents during the program. Two of these meetings or trainings will happen on school grounds and 2 of these meetings will happen at a participating venue upon agreement with parents.

Topics to be covered:

Training for parents will focus on how to reinforce their children's reading and writing skills through technology at home and in school. We have planned four different activities and/or trainings for parents of ELLs.

- a) Aris training to help them understand and analyze students' data.
- b) Cultural Awareness meetings where we will bring parents 2 days to cultural institutions where parents will develop cultural awareness and participate in cultural events. Some of these events will happen in museums (Met, Bronx Museum of Arts and Botanical Gardens).
- c) Reading/homework workshops to help parents with the task of "helping" their students at home.

Name of providers:

Workshops will be provided by the Principal, the ESL teachers, the bilingual coordinator and/or network support specialists. Workshops will be conducted basically in English and Spanish (as needed) due to our higher concentration of Spanish speaking students and they will also be translated to other languages as parents confirm participation. Allocation for translation will come from the Translation and Interpretation Budget. Home notices will be sent home to parents in their native languages by the bilingual department and the parent coordinator's office.

Part E: Budget

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

Allocation Amount: \$

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

