



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: PUBLIC SCHOOL 1

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 15K001

PRINCIPAL: MS. JENNIFER EUSANIO

EMAIL: JEUSANIO@SCHOOLS.NYC.GOV

SUPERINTENDENT: **MS. ANITA SKOP**

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Jennifer Eusanio	*Principal or Designee	Signature on File
Ashley Harwood	*UFT Chapter Leader or Designee	Signature on File
Antelma Martinez	*PA/PTA President or Designated Co-President	Signature on File
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Fiordaliza Marte – Peras	Member/Teacher	Signature on File
Jacqueline Cruz	Member/Teacher	Signature on File
Petronila Martinez	Member/Teacher	Signature on File
Judith Orellana	Member/Parent	Signature on File
Erica Valentin	Member/Parent	Signature on File
Angelica Toro	Member/Parent	Signature on File
Patria Aviles	Member/Parent	Signature on File

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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Directions:

- 5. 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*.
- 6. 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.
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Name	Position and Constituent Group Represented	Signature
Jessica Romero	Member/Teacher	Signature on File

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2013, Grades 3-5 teachers will use formative as well as summative data to set instructional goals and plan lessons aligned to the Common Core Standards in ELA, Social Studies, Science and Math resulting in all students in grades four and five demonstrating a 5% increase in progress as measured by raw score to proficiency conversions on both the NYS ELA and Math assessments.

Comprehensive needs assessment

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

This goal has been identified based on the following data analysis:

- Performance Trends based on the results on 2012 NYS ELA and Mathematics Exam:

ELA Overview

- The percentage of students reaching level 3 and above in grades 3-5 in the 2012 NYS ELA was 38.3% with an overall mean scale score of 663 which is average school wide performance of 2.79
- 31.7% of our current 4th grades achieved Level 3 or 4 on the 2012 NYS ELA Exam with a grade wide mean scale score of 656 and an overall grade wide average performance score of 2.68
- 47.7% of our current 5th grades achieved Level 3 or 4 on the 2012 NYS ELA Exam with a grade wide mean scale score of 669 and average grade wide average performance score of 2.91

Content Strand Analysis

- 47% of our current 4th graders are within or above the target range in **information and understanding** strand according to the 2012 ELA state exam
- 50% of our current 4th graders are within or above the target range in **literary response and expression** strand according to the 2012 ELA state exam
- 46% of our current 4th graders are within or above the target range in **critical analysis** strand according to the 2012 ELA state exam

- 59% of our current 5th graders are within or above the target range in **information and understanding** strand according to the 2012 ELA state exam
- 61% of our current 5th graders are within or above the target range in **literary response and expression** strand according to the 2012 ELA state exam
- 63% of our current 5th graders are within or above the target range in **critical analysis** strand according to the 2012 ELA state exam.

Mathematics Overview

- The percentage of students reaching level 3 and above in grades 3-5 on the NYS Math Exam was 64.8% with an overall mean scale score of 686 which is an average school wide performance of 3.21
- 58.8% of our current 4th grades achieved Level 3 or 4 on the 2012 NYS Math Exam with an overall grade wide average of 3.09
- 73.3% of our current 5th grades achieved Level 3 or 4 on the 2012 NYS Math Exam with an overall grade wide average of 3.35

Content Strand Analysis:

- 64% of our current 4th graders are within or above the target range in **number sense/operations strand** according to the 2012 Math state exam
- 66% of our current 4th graders are within or above the target range in the **algebra strand** according to the 2012 Math state exam
- 69% of our current 4th graders are within or above the target range in **geometry strand** according to the 2012 Math state exam
- 66% of our current 4th graders are within or above the target range in **measurement strand** according to the 2012 Math state exam
- 64% of our current 4th graders are within or above the target range in **statistics and probability strand** according to the 2012 Math state exam

- 83% of our current 5th graders are within or above the target range in **number sense/operations strand** according to the 2012 Math state exam
- 82% of our current 5th graders are within or above the target range in the **algebra strand** according to the 2012 Math state exam
- 81% of our current 5th graders are within or above the target range in **geometry strand** according to the 2012 Math state exam
- 80% of our current 5th graders are within or above the target range in **measurement strand** according to the 2012 Math state exam
- 80% of our current 5th graders are within or above the target range in **statistics and probability strand** according to the 2012 Math state exam

Additional data from our NYC Progress Report shows:

- Our school scoring 24.1 out of 60 on student progress. This score shows a **decrease of 2.3 points**
- Our school scoring 15 out of 25 on student performance. This score shows an **increase of 3.4 points**
- Our school's overall score in the Progress Report was 49.2 out of 100. This score shows an **increase of 2 points**

As a result we will focus on progress for all students in ELA and Math. We will do this by using formative and summative data to plan lessons that are aligned to CCSS.

Instructional strategies/activities

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

strategies/activities,

e) Timeline for implementation.

- **Conducting Non Fiction/Non Narrative Performance Task Units:** Teachers will be designing rigorous units of study based on Common Core Learning Standards with a focus on the Instructional Shifts 3 and 4 in ELA, 2 and 4 for Math, using Social Studies and Science related concepts and themes. Teachers will plan in teams weekly to determine unit of study goals in ELA and math. Teachers will reflect on practices and formative/summative data during monthly grade and faculty meetings and weekly teacher team planning times. K-5 Teachers will conduct 4 performance tasks throughout the year (one in the Fall/Winter 2012 and one in the spring 2013). Literacy and Math Instructional Leads and committee members will meet monthly to contribute to the planning of the tasks. Literacy coaches and a Math Consultant will be used to facilitate team meetings and a Data specialist will be used to create and analyze formative and summative data with teachers across grades.
- **Number Talks:** K-5 teachers will learn about conducting Number Talks to develop math fluency and reasoning as per Math Instructional Shifts # 3 and 4. The Math Consultant will conduct professional development on this method during monthly math faculty conferences and weekly math team meetings with teachers throughout the year. Teachers will implement a math talk time period at least 3x a week within their schedules. Teachers will review their formative data during meetings and planning periods to determine what types of math talks would be useful and which skills to address. Number Talks will occur throughout the year.
- **Vertical Planning Committees:** A committee on Instructional Leads in ELA and Math will be created to develop mapping tools and review maps for vertical alignment. Our focus will be on the language and strategies used across the grades and how teachers should build from last year's maps to assure instructional coherency across the grade and school wide. Monthly meetings will occur after school and will consist of one member per grade. The Math Consultant and Literacy Coaches will lead the groups. Information will be shared throughout the year during teacher team meeting periods. Formative and summative data will be used to monitor student progress based on the alignment of maps.
- **Technology –** Laptop computers and Smart boards will be purchased to support Common Core aligned instructional activities which integrate technology. Smart boards will be placed in selected classrooms. Carts with 10 Laptops will be purchased for the mini-building, 2nd and 3rd floors. Teachers will be expected to plan units of study which will integrate various technology forms throughout the year and use data to support strategies within each unit. Students will be able to use computers to conduct research for content area tasks supportive of Common Core standard 7, integrate and evaluate content presented in diverse media and formats. Newly purchased technology will be purchased between December and June 2013.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 - a. The school will provide assistance to parents in understanding topics such as the following:
 - The Common Core Standards;
 - The State's student academic achievement standards in reading , writing, and math;
 - The State and local academic assessments, Teachers College Assessments per grade, Wilson, Foundations and Predictive;
 - Monitoring their child's progress, and continuing supporting them at home (Math Games, E-Book Science);

- Understanding their child’s IEP
- b. We will provide parental workshops given at the school level. Topics might include in each grade:
- Literacy – Reading/Writing skills(K-5)/strategies Test Prep (grades 3-5)
 - Math – Everyday Math and Math games (K-5)
 - Word Work in all grades
 - Writing at home
 - Building study habits at home which include the Reading Log Contract
 - Reading with/for/by our children (to include a field trip to Barnes and Noble)
 - Parenting Skills – to include routines at home and coping with behavioral challenges.
 - ARIS Parent link- monitor students’ progress
 - Strategies to support struggling students at home
 - Understanding types of learning disabilities, ways to support students through parent workshops.
 - Vocabulary activities to build academic language for English Language Learners
 - Parent Support group to discuss and provide support with parenting skills

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
 - Select the fund source(s) that your school is using to support the instructional goal.
- X Tax Levy X Title I X Title IIA X Title III X Grants X Other

If other is selected describe here:

- Contract for Excellence Monies will be used to provide teachers with professional/curriculum development thru staff salaries.
- ARRA Data Specialist
In Per Session, monies will be used to pay for the Data Specialist to analyze data, create reports and provide professional development.

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

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

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

student needs such as book bag with academic materials and supplies which can be used at home, (notebooks, math materials, reading materials, pencils, etc.)

- Community Based Organizations (Center for Family Life) – This program runs from 3:00pm – 5:45pm each day. Students receive homework help and are engaged in literacy based activities as well as learning through the arts and movement. The principal meets with the coordinator of the program via Beacon Advisory Council meetings and one to one, as needed. Efforts to connect the counselors who work with the students within the program and the school staff have been made through emails and CFL sponsored activities. Literacy coaches have provided the counselors with “Homework Help” tips and copies of units of study to support the CFL staff.
- Community Based Organizations (Salvation Army) - This program runs from 3:00pm – 6:00pm each day. Students receive homework help and are engaged in literacy based activities as well as learning through the arts and movement. The principal meets with the coordinator of the program via one to one meetings throughout the year where program progress is reviewed and school goals are shared.
- Universal Pre Kindergarten - Teachers use the research based and clinically studied Work Sampling System (WSS) to create a portfolio of the student’s ongoing classwork, observe/confer, and complete a checklist in the Social Emotional, Language/Literacy, Mathematics, and Science domains every three months. They scrutinize this data to drive their instruction and formulate their small groups for them and their Educational Assistant to work with. They also use this data to refer our students for early intervention and work closely with our parents, social worker, SEITs, Speech, and other providers for our students’ success. The teachers follow the Creative Curriculum, use supplemental materials, and meet together weekly to create a real world hands-on approach to learning. Free in-house workshops are provided monthly by our Family Worker, Social Worker, Service Provider partners, as well as, Health Plus, and Cornell University for our parents on our monthly theme units of study, health, students' special needs, and on nutrition. We also provide students with ample time to prepare for the transition into Kindergarten by providing an age appropriate curriculum that includes lessons on “change and transitions.” The curriculum takes into consideration the amount of time required for a 4-5 year old child to make a successful transition into Kindergarten. The staff and parents will work together to implement a smooth transition. We will assist the students by: Planning orientation meetings with elementary school programs, school & classroom tours of program for parents & children, parent workshops that will provide suggestions and tips for them to assist their children on preparing for kindergarten, and on the transition curriculum implemented at the school; Parents and students will be provided support from the school social worker to assist in the transition via workshops geared to the social- emotional aspect of the transition; Initiate opportunities for inter and intra staff communication and exchange. Share information with staff at elementary schools on preschool program for continuity.
- Special Education teachers will service those students identified as having special needs.
- Health Plus – provides health and nutrition programs to support parents in healthy decision making
- Lutheran Health, Dental and Mental clinics which are located in our building to support our children and school community.
- Service Under Schools Initiative – the school will nominate a community liaison (family worker) who will coordinate activities between the school and community. The liaison will make partnerships senior citizen centers, the Humane Society, hospitals and other organizations where our students conduct community service.
- Attendance Meetings - the Principal and guidance counselors track students’ attendance and develop an intervention plan to improve student’s attendance. Parents are notified by phone when their child has been absent for the school day and or extended day.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

By June 2013, there will be a 3% increase in the percentage of students with disabilities and English Language Learners performing at proficiency as measured by the NYS ELA assessment.

Comprehensive needs assessment

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

This goal has been identified based on the following data analysis:

- NYS Performance Data Trends for our Students with Disabilities (SWD) based on their performance on the 2012 NYS ELA Exam

ELA

- The percentage of our SWD students reaching level 3 and above in grades 3-5 in the 2012 NYS ELA was 15.3% with an overall mean scale score of 648
- 20% of our current 4th grades achieved Level 3 or 4 on the 2012 NYS ELA Exam with a grade wide mean scale score of 647
- 12.0% of our current 5th graders achieved Level 3 or 4 on the 2012 NYS ELA Exam with a grade wide mean scale score of 645

- 37.5% of our current 4th grade SWD scored a level 1 on the NYS 2012 ELA exam
- 42.5% of our current 4th grade SWD scored a level 2 on the NYS 2012 ELA exam
- 36% of our current 5th grade SWD scored a level 1 on the NYS 2012 ELA exam

- *52% of our current 5th grade SWD scored a level 2 on the NYS 2012 ELA exam*

Additional Data from our NYC Progress report shows:

- Percent at 75th Growth Percentile or Higher in ELA for our SWD (Self-Contained/ICT/SETSS) to be at 40.8%

These results indicate that we need to focus on rigorous instruction while ensuring that methods of presentation, expression, and engagement are in place in order to make the content accessible to our diverse student population

Performance Trends of our English Language Learners (ELL) based on the 2012 NYS ELA and NYSESLAT Exams

ELA

- The percentage of our ELL students reaching level 3 and above in grades 3-5 in the 2012 NYS ELA was 7.2 % with an overall mean scale score of 642 which is 27 points lower than their EP counterparts
- The percentage of our ELL students reaching level 3 and above in grade 3 in the 2012 NYS ELA was 11.4% with an overall mean scale score

of 643 which is 18 points lower than their EP counterparts

- The percentage of our ELL students reaching level 3 and above in grade 4 in the 2012 NYS ELA was 6.3% with an overall mean scale score of 637 which is 40 points lower than their EP counterparts
- The percentage of our ELL students reaching level 3 and above in grade 5 in the 2012 NYS ELA was 0% with an overall mean scale score of 646 which is 22 points lower than their EP counterparts

- 47.7% of the 3rd grade ELL students scored a Level 1 on the ELA exam
- 40.9% of the 3rd grade ELL students scored a Level 2 on the ELA exam
- 31.3% of the 4th grade ELL students scored a Level 1 on the ELA exam
- 62.5% of the 4th grade ELL students scored a Level 2 on the ELA exam
- 52.4% of the 5th grade ELL students scored a Level 1 on the ELA exam
- 47.6% of the 5th grade ELL students scored a Level 2 on the ELA exam

NYSESLAT

- 21 % of the students in k-1 scored proficient on the NYSESLAT Listening and Speaking strand
- 61 % of the students in grades 2-4 scored proficient on the NYSESLAT Listening and Speaking strand
- 41 % of the students in grade 5 scored proficient on the NYSESLAT Listening and Speaking strand

- 24% of the students in K-1 scored proficient on the NYSESLAT Reading and Writing strand
- 14% of the students in grades 2-4 scored proficient on the NYSESLAT Reading and Writing strand
- 26% of the 5th grade students scored proficient on the NYSESLAT Reading and Writing strand

- 29 % of K-5 grade students increased from one proficiency level to the next on the NYSESLAT Exam
- 12 % of K-5 grade students scored proficient on the NYSESLAT Exam

Additional Data from our NYC Progress Reports shows:

- Percent at 75th Growth Percentile or Higher in ELA for our English Language Learners at 23.6%

As a result we need to focus on developing proficiency for our ELL students in the areas of Reading and Writing.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
- strategies/activities that encompass the needs of identified student subgroups,
- key personnel and other resources used to implement these strategies/activities,

- steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- Timeline for implementation.
- **Special Education Inquiry Team** – This year we will dedicate a group to the study of differentiation for diverse learners focusing on Students with Disabilities and the writing process. Teachers involved will develop scaffolds and determine ways to incorporate Universal Design for Learning strategies and other scaffolds to integrate into units of study. Teachers will decide on which writing units are in most need of tuning and use protocols to improve the quality of the units and instruction. The team will use data from pre and post on demand tasks in non-fiction/narrative units as formative and summative assessments. They will review their assessments collaboratively to inform their instruction and revise units of study. Teachers will meet weekly from September to June 2013.
- **Special Education Planning meetings** – Special Education teachers will form planning committees to review units of study in reading and writing and develop tiered approaches to scaffold instruction around rigorous units of study. Teachers will collaboratively use formative and summative data from their classes to determine student strengths and areas of improvement. Teachers will determine appropriate scaffolds for instructional strategies and create addendums and instructional materials to the units which will support students with disabilities. Teachers will meet monthly throughout the year.
- **Co Teaching professional development** – We will obtain the services of Goldmansour and Rutherford to provide professional development on research based co teaching methods to improve the quality of instruction for students with disabilities and English Language Learners. They will provide a workshop on co-teaching for teams of classroom and related service providers and coaching days for a 2:1 team support within classrooms. Teachers will learn how to develop healthy co teaching relationships and co plan units of study using appropriate co teaching models based on student assessment data. Professional development will occur from January to March 2013.
- **Special Education Meetings** – Special Education teachers will meet monthly from September to June 2013 with the Special Education Assistant Principal to conduct case studies on students in their classes, specifically working with students who are Speech Impaired and are English Language Learners. Teachers will study approaches using the CAST website and other resources to determine effective, research based strategies to work with students who are categorized as Speech Impaired and are ELLs. Teachers will collaboratively review student work and data to determine student progress. ELA strategies and modifications will be integrated into units of study.
- **ELL Inquiry Group:** An English Language Learner focus group will be created to support teachers on improving student writing in the context of short responses by building structures and routines during content area and read-aloud instruction. Teachers will collaborate on those structures and use writing formative and summative data to support writing units of study in the content area. The group will meet bi monthly throughout the year.
- **ELL Study Group:** We will conduct an ELL study group using the book Balancing Reading and Language Instruction by Mary Cappellini. Teachers will develop an understanding on how to work with ELLs, especially newcomers to meet state standards and use a portion of the group time to create scaffolds and centers. Teachers will use a case study student from their class to track the progress in ELA after using the scaffolds. The study group will occur in March and April.
- **Bilingual Art Enrichment Group:** Using a City Council grant, we implemented an enrichment group in the Arts for the 4/5 bilingual class. The residency will be implemented by Young Audiences and will include script writing and the performance arts. Students will create a script after reading Felicita by Nicolasa Mohr and conduct a skit for their peers about the social issues within the book. Student growth will be determined based on their growth in writing skills aligned to their writing goals. The group will meet after school from December to January 2013.
- **Making Books Sing Residency** – Students will be engaged in a theater arts residency to develop their scripts for a play around a social issue.

This opportunity will provide more exposure to the arts as well as increased engagement. Students will be able to enhance their fluency and writing skills. Teachers will meet collaborate to discuss and create scaffolds based on student needs to support their students in reading and writing. The residency will occur from February 2013-June 2013.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Public School 1 will coordinate and integrate parental involvement through our Pre-K Super Start Program by creating a lending library for students in Pre-K thru 5. This will be managed and organized by the Family Workers and Parent Coordinator. We will also have the following:

- Individual parent meetings.
- Monthly after school parent meetings are offered to the entire school community with a social/emotional instructional focus.
- Parental meetings on program choices for our ELL students (ESL staff, Bilingual staff).
- Extending childcare during our parent workshops.
- Providing ESL classes after school with child care.
- Provide workshops using ARIS Parent link to show parents how to use it to monitor their child's progress.
- Monthly Fabulous Friday Program is open to all K-5 parents to develop a home school link.
- Additional parental meetings specifically designed for parents with children in Special Education. Individual meeting times will be made available to parents upon request.
- Parents will be informed of educational community activities that will support student learning (Ex. TC Parent Day, CBO activities)

- Public School 1 will provide materials and training to help parents work with their children to improve their children's academic achievement.
- We will conduct technology classes to teach parents how they can use a computer to support their child's content learning.
- Our literacy coaches/math AUSSIE and teachers have agreed to provide workshops on their subject areas (by grade and subgroup – ELL/SWD/Gifted) and to inform parents of their children's learning.
- We will provide training to help parents select books for their children in our school library and also include a trip to their local public library, as well as using our lending library.
- We will provide workshops to educate parents on how to understand IEP recommendations and goals.
- We will provide a lending library for all grades and books in different languages.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

- ARRA Data Specialist
In Per Session, monies will be used to pay for the Data Specialist to analyze data, create reports in order to conduct professional development.
- ARRA RTTT Citywide
In Per Session, monies will be used to pay for teachers who serve on teacher planning teams.
- Contract For Excellence Monies
These monies will be used to provide teachers with professional/curriculum development thru staff salaries.

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Students with Temporary Housing – each student is allocated \$100 from Title I monies. These monies are used to purchase items based on student needs such as book bag with academic materials and supplies which can be used at home, (notebooks, math materials, reading materials, pencils, etc.)
- Community Based Organizations (Center for Family Life) – This program runs from 3:00pm – 5:45pm each day. Students receive homework help and are engaged in literacy based activities as well as learning through the arts and movement. The principal meets with the coordinator of the program via Beacon Advisory Council meetings and one to one, as needed. Efforts to connect the counselors who work with the students within the program and the school staff have been made through emails and CFL sponsored activities. Literacy coaches have provided the counselors with “Homework Help” tips and copies of units of study to support the CFL staff.
- Community Based Organizations (Salvation Army) - This program runs from 3:00pm – 6:00pm each day. Students receive homework help and are engaged in literacy based activities as well as learning through the arts and movement. The principal meets with the coordinator of the program via one to one meetings throughout the year where program progress is reviewed and school goals are shared.
- Universal Pre-Kindergarten - Teachers use the research based and clinically studied Work Sampling System (WSS) to create a portfolio of the student's ongoing classwork, observe/confer, and complete a checklist in the Social Emotional, Language/Literacy, Mathematics, and Science domains every three months. They scrutinize this data to drive their instruction and formulate their small groups for them and their Educational Assistant to work with. They also use this data to refer our students for early intervention and work closely with our parents, social worker, SEITs, Speech, and other providers for our students' success. The teachers follow the Creative Curriculum, use supplemental materials, and meet together weekly to create a real world hands-on approach to learning. Free in-house workshops are provided monthly by our Family Worker, Social Worker, Service Provider partners, as well as, Health Plus, and Cornell University for our parents on our monthly theme units of study, health, students' special needs, and on nutrition. We also provide students with ample time to prepare for the transition into Kindergarten by

providing an age appropriate curriculum that includes lessons on “change and transitions.” The curriculum takes into consideration the amount of time required for a 4-5 year old child to make a successful transition into Kindergarten. The staff and parents will work together to implement a smooth transition. We will assist the students by: Planning orientation meetings with elementary school programs, school & classroom tours of program for parents & children, parent workshops that will provide suggestions and tips for them to assist their children on preparing for kindergarten, and on the transition curriculum implemented at the school; Parents and students will be provided support from the school social worker to assist in the transition via workshops geared to the social- emotional aspect of the transition; Initiate opportunities for inter and intra staff communication and exchange. Share information with staff at elementary schools on preschool program for continuity.

- AIS reading and math will be provided to “at risk” students both before and after school by providing supplemental services such as: at risk reading and math programs, at risk math, at-risk SETSS, at-risk speech and at-risk counseling.
- Special Education teachers will service those students identified as having special needs.
- After School Tutorial will provide services for grades 3-5 “at risk” students after school.
- Primary Mental Health Project (PMHP) for “at risk” K-2 students who are experiencing adjustment problems.
- Three SETTS teachers and an IEP teacher will service mandated and at-risk students during the school day.
- Wilson After –School program will be provided after schools for students in grades 3-5 who are overage.
- Initiate a PBIS program as a school wide initiative.
- Health Plus – provides health and nutrition programs to support parents in healthy decision making
- Lutheran Health, Dental and Mental clinics which are located in our building to support our children and school community.
- Service Under Schools Initiative – the school will nominate a community liaison (family worker) who will coordinate activities between the school and community. The liaison will make partnerships senior citizen centers, the Humane Society, hospitals and other organizations where our students conduct community service.
- Attendance Meetings - The Principal and guidance counselors track students’ attendance and develop an intervention plan to improve student’s attendance. Parents are notified by phone when their child has been absent for the school day and or extended day.
- Title 3 afterschool program is offered to English Language Learners to assist them in developing the English Language and prepare for the NYSESLAT exam.
- Five ESL push in teachers provide mandated and at risk services to English Language speakers.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

By June 2013, the implementation of a school wide Response to Intervention plan to support the needs of diverse learners, especially at risk Level 1 and 2 students, will be implemented which will result in a 3% increase in the percentage of ELLs and struggling students performing at or above proficiency as measured by the NYS ELA assessment.

Comprehensive needs assessment

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

This goal has been identified based on the following data analysis:

ELA Overview

- The percentage of students reaching level 3 and above in grades 3-5 in the 2012 NYS ELA was 38.3% with an overall mean scale score of 663 which is average school wide performance of 2.79
- 31.7% of our current 4th grades achieved Level 3 or 4 on the 2012 NYS ELA Exam with a grade wide mean scale score of 656 and an overall grade wide average performance score of 2.68
- 47.7% of our current 5th grades achieved Level 3 or 4 on the 2012 NYS ELA Exam with a grade wide mean scale score of 669 and average grade wide average performance score of 2.91.

Content Strand Analysis

- 47% of our current 4th graders are within or above the target range in **information and understanding** strand according to the 2012 ELA state exam
- 50% of our current 4th graders are within or above the target range in **literary response and expression** strand according to the 2012 ELA state exam
- 46% of our current 4th graders are within or above the target range in **critical analysis** strand according to the 2012 ELA state exam
- 59% of our current 5th graders are within or above the target range in **information and understanding** strand according to the 2012 ELA state exam
- 61% of our current 5th graders are within or above the target range in **literary response and expression** strand according to the 2012 ELA state exam
- 63% of our current 5th graders are within or above the target range in **critical analysis** strand according to the 2012 ELA state exam.

As a result, our at risk students would benefit from intervention support.

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:
 - strategies/activities that encompass the needs of identified student subgroups,
 - key personnel and other resources used to implement these strategies/activities,
 - steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - timeline for implementation
-
- **Response to Intervention Plan:** We will conduct a Response to Intervention protocol this year. Students will be assessed using school wide performance measures to determine need for intervention. An F status ELA teacher and two full time Reading teachers with Reading Recovery training will be obtained to support the needs of at risk students at levels 1 and 2, using Tier 2 and 3 approaches. Students will receive academic intervention through our extended day program, based on reading levels. We will purchase the Fountas and Pinnell Level Library Intervention Program to conduct reading intervention. We will host an after school test preparation program for all students at levels 2 and 3 in ELA and Math and provide instruction on text complexity and problem solving in math. Students who are making little to no progress for each tier will be referred to the School Implementation Team/Pupil Personnel Committee. The committee will determine whether a student needs to move tiers, continue with the current tier or be referred based on formative and summative data provided by classroom teachers, and intervention providers. Student cases will be followed up on every 6-8 weeks to determine if progress is made.
 - **Positive Behavioral Intervention Support:** We will develop a Positive Behavior Intervention Support team to develop a school wide plan on disciplinary procedures and supportive intervention practices. This study group will provide not only create the school wide RTI plan for behavior but will provide support to teachers in need of strategies to work with students who display negative behavior patterns. The group will consist of one teacher per grade, two out of classroom teachers, two guidance counselors and one administrator. It will meet monthly and attend an institute on Positive Behavioral Intervention Supports from the Teachers College Inclusive Project. Data from attendance records, OORS and SOHO reports will be reviewed as well as data from academic records to determine if a student is making progress.
 - **Professional Development:** We will obtain the services of Teacher College Inclusive Classrooms Project to provide key staff members with professional development on working with diverse learners in inclusive Tier 1 settings using Universal Design for Learning approaches. Participating teachers will conduct lesson plan studies and inter-visitations within the school to enhance their practices around differentiation and Universal Design For Learning. The teachers will be involved in this professional development activity twice a month from September to May 2013. School wide data will be reviewed every 6-8- weeks in ELA to determine student progression as a result of their professional activity.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 - c. We will provide parental workshops given at the school level. Topics might include in each grade:
 - Literacy – Reading/Writing skills(K-5)/strategies Test Prep (grades 3-5)
 - Math – Everyday Math and Math games (K-5)
 - Word Work in all grades
 - Writing at home
 - Building study habits at home which include the Reading Log Contract
 - Reading with/for/by our children (to include a field trip to Barnes and Noble)
 - Parenting Skills – to include routines at home and coping with behavioral challenges.
 - ARIS Parentlink- monitor students’ progress
 - Strategies to support struggling students at home
 - Understanding types of learning disabilities, ways to support students through parent workshops.
 - Vocabulary activities to build academic language for English Language Learners
 - Parent Support group to discuss and provide support with parenting skills
- 6. Public School 1 will provide materials and training to help parents work with their children to improve their children’s academic achievement.
 - a. We will conduct technology classes to teach parents how they can use a computer to support their child’s content learning.
 - b. Our literacy coaches/math AUSSIE and teachers have agreed to provide workshops on their subject areas (by grade and subgroup – ELL/SWD/Gifted) and to inform parents of their children’s learning.
 - c. We will provide training to help parents select books for their children in our school library and also include a trip to their local public library, as well as using our lending library.
 - d. We will provide workshops to educate parents on how to understand IEP recommendations and goals.
 - e. We will provide a lending library for all grades and books in different languages.
 - f. We will conduct meetings on the Response to Intervention protocols and discuss ways they can help students who are Tier 2 and 3.

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

 X Tax Levy X Title I _____ Title IIA X Title III _____ Grants X Other

If other is selected describe here:

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

Service and program coordination

- Students with Temporary Housing – each student is allocated \$100 from Title I monies. These monies are used to purchase items based on student needs such as book bag with academic materials and supplies which can be used at home, (notebooks, math materials, reading materials, pencils, etc.)
- Community Based Organizations (Center for Family Life) – This program runs from 3:00pm – 5:45pm each day. Students receive homework help and are engaged in literacy based activities as well as learning through the arts and movement. The principal meets with the coordinator of the program via Beacon Advisory Council meetings and one to one, as needed. Efforts to connect the counselors who work with the students within the program and the school staff have been made through emails and CFL sponsored activities. Literacy coaches have provided the counselors with “Homework Help” tips and copies of units of study to support the CFL staff.
- Community Based Organizations (Salvation Army) - This program runs from 3:00pm – 6:00pm each day. Students receive homework help and are engaged in literacy based activities as well as learning through the arts and movement. The principal meets with the coordinator of the program via one to one meetings throughout the year where program progress is reviewed and school goals are shared.
- Universal Pre Kindergarten - Universal Pre Kindergarten - Teachers use the research based and clinically studied Work Sampling System (WSS) to create a portfolio of the student’s ongoing classwork, observe/confer, and complete a checklist in the Social Emotional, Language/Literacy, Mathematics, and Science domains every three months. They scrutinize this data to drive their instruction and formulate their small groups for them and their Educational Assistant to work with. They also use this data to refer our students for early intervention and work closely with our parents, social worker, SEITs, Speech, and other providers for our students’ success. The teachers follow the Creative Curriculum, use supplemental materials, and meet together weekly to create a real world hands-on approach to learning. Free in-house workshops are provided monthly by our Family Worker, Social Worker, Service Provider partners, as well as, Health Plus, and Cornell University for our parents on our monthly theme units of study, health, students’ special needs, and on nutrition. We also provide students with ample time to prepare for the transition into Kindergarten by providing an age appropriate curriculum that includes lessons on “change and transitions.” The curriculum takes into consideration the amount of time required for a 4-5 year old child to make a successful transition into Kindergarten. The staff and parents will work together to implement a smooth transition. We will assist the students by: Planning orientation meetings with elementary school programs, school & classroom tours of program for parents & children, parent workshops that will provide suggestions and tips for them to assist their children on preparing for kindergarten, and on the transition curriculum implemented at the school; Parents and students will be provided support from the school social worker to assist in the transition via workshops geared to the social- emotional aspect of the transition; Initiate opportunities for inter and intra staff communication and exchange. Share information with staff at elementary schools on preschool program for continuity.
- AIS reading and math will be provided to “at risk” students both before and after school by providing supplemental services such as: at risk reading and math programs, at risk math, at-risk SETSS, at-risk speech and at-risk counseling.
- Special Education teachers will service those students identified as having special needs.
- After School Tutorial will provide services for grades 3-5 “at risk” students after school.
- Primary Mental Health Project (PMHP) for “at risk” K-2 students who are experiencing adjustment problems.
- Three SETTS teachers and an IEP teacher will service mandated and at-risk students during the school day.
- Wilson After –School program will be provided after schools for students in grades 3-5 who are overage.
- Health Plus – provides health and nutrition programs to support parents in healthy decision making
- Lutheran Health, Dental and Mental clinics which are located in our building to support our children and school community.
- Service Under Schools Initiative – the school will nominate a community liaison (family worker) who will coordinate activities between the school and community. The liaison will make partnerships senior citizen centers, the Humane Society, hospitals and other organizations where our

students conduct community service.

- Attendance and Crises Intervention Meetings - the Principal and guidance counselors track students' attendance and develop an intervention plan to improve student's attendance. Parents are notified by phone when their child has been absent for the school day and or extended day using School Messenger. The team reviews student discipline cases to determine action plans for improvement on a monthly basis.
- Title 3 afterschool program is offered to English Language Learners to assist them in developing the English Language and prepare for the NYSESLAT exam.
- Five ESL push in teachers provide mandated and at risk services to English Language speakers.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	AWARDS, Words Their Way, Rigby, Reading A-Z, Guided Reading, Shared Reading, Interactive Writing, Word Study, Vocabulary work,	Small group	Extended Day (before school), During the school day, After school
Mathematics	Everyday Mathematics, commercial materials, online resources	Small group	Extended Day (before school), During the school day
Science	Shared Reading, Interactive Writing, Lab experiments, Hands-on learning	Small group, one-to-one	During the school day
Social Studies	Shared Reading, Interactive Writing, Internet Research, Encyclopedia Research	Small group, one-to-one	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	AWARDS, shared reading, shared writing, graphic organizers, sentence frames, repeated reading,	Small group, one-to-one	During the school day

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

In an effort to attract and develop high quality teachers to a school such as ours, we refer to organizations whose members are already stakeholders in our school community. We specifically form partnerships with local colleges and universities throughout New York City. We are strategic in our recruitment process for hiring highly skilled teachers by creating a plan that involves a collaborative team consisting of administrators, network support specialists, teachers and coaches who review resumes, interview possible candidates and observe these candidates conducting lessons in a live classroom setting prior to determining whether or not this person is hired to work in a high needs school such as PS 001K.

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

Highly Qualified Section continued....

Should college credits be needed to meet the requirement, the school uses Title I SWP 5% monies to pay for a portion of the teacher's college courses. New Teachers who are not considered highly qualified are provided a mentor to promote growth and development to improve student learning. With a minimum of 2 meetings per week, there will be support in the areas of planning instruction and content knowledge.

Teachers who are not considered to be Highly Qualified develop a professional development plan with their immediate supervisor to support the teacher's professional needs. Professional development may consist of the following to meet their annual goal:

- Differentiating the professional development that teachers receive based on interests as well as needs and professional goals.
- Providing professional development opportunities in house with coaches and experienced teachers, as well as providing our teachers with outside staff development opportunities through organizations such as Teacher's College and through our network support specialists from CFN 409
- Encouraging our teachers to turnkey or attend turnkey sessions where content information from workshops attended is shared among colleagues.
- Arranging for coaches and teachers to conduct collegial walks to partake in intra-class visits so we can highlight best practices.

Additionally, to maintain a highly qualified staff:

- We ask teachers to post their professional development notes on PS 1 connects site so that all staff members have access and can view them based on the needs of their students, their own areas of interest for professional growth
- We provide professional articles and conduct study groups for teachers to encourage them to learn more about the teaching profession and refine their expertise to meet the needs of diverse learners
- We provide technology training for teachers on the newest data systems, programs, and collaborative tools, such as SESIS, Imagine Learning, Smart Boards, ARIS and Google Docs.
- We provide teachers with the opportunity to provide feedback after administrative and faculty meetings as a way of ensuring that teachers share what they have learned from professional development sessions, as well as finding out what other interests they have. This helps both coaches and administrators plan future professional opportunities and to provide next steps for the teachers' learning.
- We set, revisit, and reviews goals with teachers a minimum of 3 times a year. During these sessions we use data to assess progress and make sure that teachers are getting the support that they need to accomplish their goals. Administration conducts observations using a framework as a guide.
- We provide ongoing support in goal setting and differentiation of instruction through small group instruction in ELA in cycle work with literacy coaches and collegial learning walks.
- We hold weekly voluntary planning sessions as a form of additional support in mathematics to develop teachers' content knowledge, pedagogy, and understanding of the Common Core Standards.
 - We have a range of professional texts available to teachers to help them improve classroom practice and deepen understanding of content.
- Monthly Bilingual and ESL meetings are held on ways teachers of ELLs can refine their instructional practices and can incorporate levels of scaffolding within their ELA or Mathematics lessons so that language needs are being met without sacrificing the rigor of the grade level content.
- Coaches and Administrators meet with teachers to review data from reading assessments to set goals and determine strategies to use with groups of students.

- Administrators and Coaches meet with teachers to review in house assessments as well as data from state data to set goals and form plans for instruction.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Public School 1 (Parent Involvement Policy-PIP)

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

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

Public School 1 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children through a survey.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.

- In carrying out the Title I, Part B parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency students, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable, uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
- Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, thereby ensuring—
 - that parents play an integral role with assisting in their child's learning;
 - that parents are encouraged to be actively involved in their child's education;
 - that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
 - that parents carry out other activities as described in section 1118 of the ESEA.
- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office every week;
- 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, Monthly Progress Report, Quality Review Report, Learning Environment Survey Report;

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

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

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

1. Public School 1 will take the following actions to involve parents in the joint development of the District Parental Involvement Plan (contained in the RDCEP/DCEP Addendum) under Section 1112 – Local Education Agency Plans of the ESEA:
 - During our monthly executive board meetings and school leadership meetings, we will be informing members of new educational policies which have an effect on our students. We will make decisions on how to carry out these policies to meet the needs of our students.
2. Public School 1 will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:
 - P.S.1 has a PTA Committee, and a School Leadership Committee and a Title 1 PAC Committee. We review and evaluate goals and objectives for the year and include them in our annual CEP.
3. Public School 1 will coordinate and integrate parental involvement through our Pre-K Super Start Program by creating a lending library for students in Pre-K thru 5. This will be managed and organized by the Family Workers and Parent Coordinator. We will also have the following:
 - Individual parent meetings.
 - Monthly after school parent meetings are offered to the entire school community with a social/emotional instructional focus.
 - Parental meetings on program choices for our ELL students (ESL staff, Bilingual staff).
 - Extending childcare during our parent workshops.
 - Providing ESL classes after school with child care.
 - Provide workshops using ARIS Parent link to show parents how to use it to monitor their child's progress.
 - Monthly Fabulous Friday Program is open to all K-5 parents to develop a home school link.
 - Additional parental meetings specifically designed for parents with children in Special Education. Individual meeting times will be made available to parents upon request.
 - Parents will be informed of educational community activities that will support student learning (Ex. TC Parent Day, CBO activities)

5. Public School 1 will conduct an annual evaluation at the end of May of the content and effectiveness of this parental involvement policy for improving the quality of its Title I Part A program. The evaluation will include identifying barriers that might interfere with the participation of parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation to design strategies for more effective parental involvement, and to revise, if necessary its parental involvement policies.
 - At the beginning of the year during the first PTA meeting we share with the parents what we have planned for the year and they contribute what they need in order to be more supportive.
 - An evaluation will be given at the end of each workshop for the purpose of reviewing quality of instruction. (Was it purposeful? Did we meet the needs of the parents?)
 - An evaluation will be conducted at the end of the year to determine from the attendance if there has been an increase in parental involvement.
 - An end of the year survey will be conducted to determine if we are meeting parent's needs.
 - Help identify strengths of parents in order to lead other parents in workshops and enrichment clusters with students.

6. Public School 1 will increase parental involvement in order to ensure an effective, supportive partnership with the school and the community. This will improve student academic achievement through the following activities:
 - a. The school will provide assistance to parents in understanding topics such as the following:
 - The Common Core Standards;
 - The State's student academic achievement standards in reading , writing, and math;
 - The State and local academic assessments, Teachers College Assessments per grade, Wilson, Foundations and Predictives;
 - Monitoring their child's progress, and continuing supporting them at home (Math Games, E-Book Science);
 - Understanding their child's IEP

 - b. We will provide parental workshops given at the school level. Topics might include in each grade:
 - Literacy – Reading/Writing skills(K-5)/strategies Test Prep (grades 3-5)
 - Math – Everyday Math and Math games (K-5)
 - Word Work in all grades
 - Writing at home
 - Building study habits at home which include the Reading Log Contract
 - Reading with/for/by our children (to include a field trip to Barnes and Noble)
 - Parenting Skills – to include routines at home and coping with behavioral challenges.
 - ARIS Parentlink- monitor students' progress
 - Strategies to support struggling students at home
 - Understanding types of learning disabilities, ways to support students through parent workshops.
 - Vocabulary activities to build academic language for English Language Learners
 - Parent Support group to discuss and provide support with parenting skills

7. Public School 1 will provide materials and training to help parents work with their children to improve their children's academic achievement.
 - g. We will conduct technology classes to teach parents how they can use a computer to support their child's content learning.

- h. Our literacy coaches/math AUSSIE and teachers have agreed to provide workshops on their subject areas (by grade and subgroup – ELL/SWD/Gifted) and to inform parents of their children’s learning.
 - i. We will provide training to help parents select books for their children in our school library and also include a trip to their local public library, as well as using our lending library.
 - j. We will provide workshops to educate parents on how to understand IEP recommendations and goals.
 - k. We will provide a lending library for all grades and books in different languages.
 - l. We will conduct meetings on the Response to Intervention protocols and discuss ways they can help students who are Tier 2 and 3.
7. Public School 1 will educate its teachers, pupil services personnel, and other staff on how to reach out to communicate with and work with parents as equal partners.
- a. Provide workshops in literacy and math to build home school links.
 - b. Inform parent of the events or workshops that will take place at PS 1 on a monthly calendar.
 - c. Create and develop games in Literacy and Math appropriate for their grade.
 - d. Parent teacher conferences are conducted twice a year.
 - e. Provide monthly newsletters, monthly student progress reports and calendars to inform parents of school activities
 - f. A Class Parent Program will begin this year to build a home school connection and assure there is clear communication between classroom teachers and parents.
8. Public School 1 will coordinate and integrate parental involvement and activities for preschool youngsters and their parents. We will conduct and/or encourage participation in all activities. Our family workers, in collaboration with the parent coordinator, will maintain a lending library for grades Pre-K-5 including specific programs for our ELL/special needs population. The lending library will be opened, operated and maintained daily.
- a. Parent workshops will be provided to teach parents activities they can do with their child at home in order to support student learning.
 - b. The Pre-K social worker will conduct parent workshops on child development.
 - c. Our family workers will conduct parent workshops throughout the year.
9. Public School 1 will ensure that all information will be related to parents in their language to promote their understanding and comfort.
- a. All correspondence given to parents will be translated into Spanish and other languages as needed. Translation services will be provided for parents meetings and parent teacher conferences.
 - b. Monthly calendars will be distributed informing parents of current events.
 - c. Translation services are made available thru a telephone hotline and The Big Word (contracted DOE vendor)

Public School 001 – School Parent Compact

Public School 1 will:

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

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

Required School-Parent Compact Provisions

School Responsibilities

Public School 1 will:

- Provide a high quality curriculum and instruction in a supportive and effective learning environment that enables children to meet the State's student academic achievement standards as follows:
 - Continue working side by side with Teachers College and their staff developers.
 - Continue supporting our teachers by supplying materials and resources needed to deliver proper instruction.
 - Plan professional development using our school data indicating our students' needs.

- Send staff to visit schools and Teachers College.
- Provide time to plan with colleagues and create a learning community
- Continue to provide special programs such as peer mediation and at risk counseling.

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

- During the months of November and March, we will hold parent-teacher conferences.
 - We will hold Curriculum Week meetings. These meetings will be held for one whole week during the month of September allowing parents with two or more children to meet with each child's teacher.
 - We will have additional meetings with our ELL parents and our Special Education population conducted by our SETTTS and Assistant Principal.
- Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - We will have teacher conferences and updated reports from service providers as needed.
 - Student progress reports will be distributed on a monthly basis.
 - Parents will be able to have access to a computer in order to use ARIS Parent Link for viewing their child's progress in school.
 - We will also have our Parent Coordinator, two family workers, School Based Support Team, Guidance Counselors, and PPC available as needed to address individual concerns and provide suggestions and other options parents can choose from.
 - Provide parents reasonable access to staff members. Specifically, staff will be available for consultation with parents as follows:
 - By appointment and during parent-teacher conferences.
 - Depending on the circumstance, coverage can be provided and additional staff can be requested to participate in these meetings.
 - Provide parents opportunities to volunteer and participate in school. Observe classroom activities with their children.
 - We will recruit interested parents to become volunteers in our classrooms(Parent Leaders-representative of the class)
 - "Fabulous Friday" is an opportunity to participate and observe classroom activities with children. Once a month (last Friday) parents are invited to interact in a classroom activity (Math, Reading and/or Cultural Events).
 - We also have our monthly writing celebrations in all classrooms. Parents are invited to listen to and read their children's writing and other students' work. It offers them an insight into the teaching that goes on in the classroom.
 - We will conduct periodic surveys to evaluate our workshops and identify our parent's strengths and interests.
 - Conduct parent workshops which include classroom visitations, especially with student subgroups (Gifted, ELL and Students with Disabilities, etc.)

Parent Responsibilities

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

- Supporting my child's learning by making education a priority in our home by:
 - ❖ Monitoring my child's attendance;
 - ❖ Making sure my child is on time and prepared every day for school;
 - ❖ Talking with my child about his/her activities every day;
 - ❖ Scheduling daily homework time;
 - ❖ Providing an environment conducive for study;
 - ❖ Making sure that homework is completed;
 - ❖ Based on the school's reading contract, that my child reads daily at home and that his/her reading log is signed by me daily;

- ❖ Monitoring the amount of television my children watch and what they watch.
- ❖ Monitoring the amount and type of internet access my child accesses.
- Participating in decisions relating to my children’s education by attending monthly PTA meetings.
- Participating and volunteering in school activities on a regular basis.
- Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school region either received by my child or by mail and responding as appropriate.
- Reading together with my child every day.
- Providing my child with a library card.
- Communicating positive values and character traits, such as respect, hard work and responsibility.
- Respecting the cultural differences of others.
- Helping my child accept consequences for negative behavior.
- Being aware of and following the rules of the school and region.
- Supporting the school’s Discipline Policy.
- Express high expectations and offer praise and encouragement for achievement.
- Providing a quiet work area in my home for my child to do his/her work.
- Parents will be responsible for supporting their child’s learning. They will monitor their use of video games and television. They will oversee the completion of their homework and help them with the corrections. They will read with their children every day.
- Parents will be responsible for providing their child with a healthy diet, regular yearly checkups (dental, visual, physical) and ensures their child receives medical treatment when needed (ex.: flu, lice treatments, etc.)
- Parents will provide the school with changes due to moving, family structure or illnesses, update address, phone numbers.
- Parents will keep up with the required immunizations.
- Monitoring my child’s reading everyday as stated in the reading contract.
- Signing all school documents (ex: permission slips) and student work (ex.: tests) in a timely manner when requested.

Student Responsibilities:

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

SIGNATURES:

SCHOOL

PARENT(S)

STUDENT

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

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

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

Part I: School ELL Profile

A. School Information [?](#)

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

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

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

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	1212	Total Number of ELLs	378	ELLs as share of total student population (%)	31.19%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1. ELL Identification at P.S. 001K is completed by the ESL push in/pull out staff members and is overseen by the ESL Coordinator. Beginning in late May of the previous school year, licensed ESL teachers begin interviewing parents and completing HLIS forms for all parents who pre-register their students. Interviews are provided in their native language whenever possible. Our ESL team is bilingual in Spanish and Mandarin Chinese. All incoming students are interviewed and students whose HLIS are coded with a language other than English are flagged for testing. In the parent interview, an ESL teacher may discuss possible options for placement available within the New York City school system. If the parent expresses an interest in a bilingual setting, the information is noted and the child is temporarily placed in our bilingual class. The ESL coordinator collaborates with the school's pupil personnel secretary to place eligible students in either ESL, self contained or bilingual settings.

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

The ESL coordinator uses the information from pre-registration and current registration period to identify and verify all ELL-E students. A testing schedule is created to ensure all students are tested with the English LAB-R within 10 days of enrollment. All tests are hand-scored to ensure proper placement. If students in the bilingual or ESL self contained classrooms score above the LAB-R cut score, they are transferred to a general education setting. All students with a Spanish home language code who score below the English LAB-R cut scores, are administered the Spanish LAB for placement and assessment purposes. All scores are recorded, packaged, and sent to the Office of Assessment by October 5, 2011. When English LAB-R testing is completed, ESL push/pull out teachers commence mandated services. A rotating schedule has been devised for ESL teachers and other trained personnel to conduct the initial identification for students who may possibly be ELL's after the October 5, 2011 deadline. (See attached)

2. If the student is eligible for ESL services as per the LAB-R, the parents will be contacted by the school, informed of their student's LAB-R score and invited to a Parent Orientation Meeting. Several Parent Orientations will be provided: 8am, 8:40am, 3pm and 6pm to ensure that all parents will be able to attend. At these meetings, parents will have an opportunity to screen the parent Orientation Video in their native language. This video will provide information on the variety of ELL programs available to students by the New York City Department of Education. Parents will also be provided information about the research behind the bilingual and ESL program options. They will also have an opportunity to discuss the programming options with ESL intervention teachers. The parent coordinator, ESL coordinator and family worker will be available to help parents fill out the surveys and translate, if necessary. If the population demands additional translation services outreach will be made to the school and outside community. In addition, all attempts to schedule a DOE translator will be made.

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

options with ESL intervention teachers, Parent Coordinator, administrator and/or trained personnel. All parents will fill out parent selection forms with their choice of program. The parent coordinator and family worker will be used to help parents fill out the surveys and translate as necessary. If the population demands, all attempts to schedule a DOE translator will be made.

If a parent does not attend any of the orientation meetings, the ESL intervention staff will make attempts to contact parents individually. Parents have till October 31, 2011, to schedule an appointment, view the Parent Orientation Video and fill out selection forms. As of October 5th "The School Messenger" system will make periodic telephone calls to parents reminding them to fill out the parental selection form. If necessary, report cards will be held until parents view the orientation video and return parental selection forms. In that case, if all measures fail, a letter will be sent home informing the parent that their student will be placed in a bilingual class. Forms will be filed as bilingual.

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

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

Students who are not eligible for ESL services or who received a score of Proficient on the NYSESLAT will receive a transitional letter from the school regarding their possible choices of classes and program availability. Students who do not score proficient on the NYSESLAT exam, will receive continued entitlement letters and be placed in the same setting as the previous year (as per parental selection) unless otherwise notified by the parent. All program documents, correspondence and legal selection letters will be placed inside the student's cumulative record and copies will be maintained in the Assistant Principal's Office. The ESL Coordinator and Parent Coordinator maintain records of parent correspondence and meeting attendance. This process has put in place to ensure the student's ELL documents follow the student in the case of transfer and promotion to middle school.

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

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

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

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

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	1	1	1	1	1	1								6
Dual Language (50%:50%)	0	0	0	0	0	0								0
Freestanding ESL														
Self-Contained	1	1	1	1	1	0								5
Push-In	10	5	5	3	2	3								28
Total	12	7	7	5	4	4	0	0	0	0	0	0	0	39

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	95	2	3	11	0	2	0	0	0	106
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	232	0	47	38	0	24	2	0	2	272
Total	327	2	50	49	0	26	2	0	2	378

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	25	26	25	17	16	11								120
Chinese														0
Russian														0
Bengali														0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	25	26	25	17	16	11	0	120						

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

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

A. Programming and Scheduling Information

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

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

2. The Assistant Principals require that the staff document the periods that teachers are providing ESL, ELA and NLA instruction on their program card according to CR Part 154 mandated minutes. In the transitional bilingual classes, the teachers are required to follow the 60:40 model for beginner level students 50:50 model for intermediate level students and 25:75 for advanced level students. All of our teachers are bilingual certified and use their professional judgment to determine the language of instruction throughout the day based upon each student's level. Whenever possible, content area classes are taught in the native language. We currently have 3 certified bilingual content area teachers who service our bilingual classes. The five self contained ESL classes in grade k-4 will provide English instruction to ELL students throughout the school day utilizing ESL methodologies and scaffolding language. Both our TBE and ESL self contained classrooms practice balanced literacy and follow the Teacher's College Reading and Writing Project curriculum. The ESL push in/pull out program will provide beginning and intermediate students with 360 minutes of ESL instruction by an ESL certified teacher and 180 minutes of ELA instruction by their classroom teacher. Students at an Advanced level are provided with 180 minutes of ESL weekly and 180 minutes of ELA instruction by their classroom teacher. Due to the number of students who require ESL services, we have developed Language Enrichment (LE) classes. These classes are taught by a common branch teacher and the ESL teacher pushes in to provide language support according to the CR Part 154 mandated minutes.

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

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

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

- Documentation, records and reports from their country of birth
- Parent and student interview
- Native language assessment in literacy
- Native language assessment in math
- SIFE interview packet

If determined to be a SIFE student, the student is marked SIFE on ATS and receives several different interventions based on need. All SIFE students are offered extended day, TitleIII supplemental services, and At-risk counseling. Teachers are expect to integrate SIFE students into their classroom community, but may use small group instruction to provide extra support for the students in literacy, math or content area. Word Study may be level specific. SIFE students may be included in Foundations or Wilson or Imagine Learning programs. Classroom teachers, literacy coach and SETTS teachers work collaboratively to create and educational plan for the SIFE student to ensure they receive the support they need to be successful in the school community.

As per recent updates in NYS testing policy, newcomer students who enter the NYC school system prior to April 2011 are exempt from taking the ELA state assessment. All other assessments must be administered with testing modifications including translated texts, bilingual dictionaries and extended time.

5b.

Newcomer ELL's (0-3 years) are identified immediately by interviews conducted on the HLIS. Once identified, students are LAB-R tested within the first 10 days. Additionally all Spanish speaking – new comers are assessed using Spanish DRA (EDL) to determine their native language literacy. Students are originally placed in bilingual settings if space is available, and once they complete parent orientation they are placed in a setting based upon parental selection. All teachers in grades 2-5 are asked to develop an educational plan for newcomers to ensure they are fully engaged in each element of the day. Audio-visual or small group activities may be used as long as they can be shown to build language, rigor and capacity for the newcomer ELL. The literacy coach provides support; training and resources for

A. Programming and Scheduling Information

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

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

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

5c In order to address the needs of our growing ELL population between 4-6 years we have several interventions, programs and policies in place. Through the use of electronic data systems such as ARIS, teachers are able to easily identify students with longer than 4 years of service.

Ells are serviced in TBE, or Freestanding ESL based upon parental selection forms. ELLs who select ESL services are placed in the ESL self contained class or in one of our general education Language Enrichment (LE) classes. These classes have a higher population of evenly leveled ELLs. Teachers and ESL service providers work closely to ensure instruction is scaffolded and collaborate closely on curriculum and co-teaching opportunities. Within each program rigorous instruction is planned to help students meet their language and literacy goals.

All ELL students in grades 2-5 will be included in the Title III after school program that focuses on strengthening language skills across the four language modalities. The program is specifically aimed at helping our students prepare for the ELA, Math and NYSESLAT exams. If funds are available, ELL students will also be included in a Title III summer school program. Within the self contained classes, small group reading and writing intervention will be provide by our AIS and Intervention staff members. Teachers will use a variety of programs to support language development including but not limited to Award Reading, Imagine Learning, On Our Way to English, Skills Tutor, Rigby Instep and Foundations and Wilson.

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

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

6. As part of our goals we will develop both languages through creating social and academic structures within the classroom. We will participate in accountable talk within the literacy block and content learning time. Students will learn to give feedback from their academic learning and apply specific language structures and vocabulary in their responses. We will provide students the ability to work with students of other classes to challenge their thinking and language development. They can work on inquiry projects, strategically grouping them with students of other language levels. In grades 3-5, teachers will provide best practices in test preparation throughout the day and the year to help or ELLs on the ELA and NYSESLAT exam. In grades K-2, a variety of balanced literacy structures are used such as shared reading and writing, read aloud and guided reading to help students prepare for the NYSESLAT. Special Education teachers have been provided with Wilson and/or Foundations training to address the language needs of their special education ell students. The teachers work with small groups to lessen the rations of student to teacher and may chose to incorporate the students native language of instruction. Teachers will use a variety of programs to support language development including but not limited to Award Reading, Imagine Learning, On Our Way to English, Skills Tutor, Rigby Instep and Foundations and Wilson.

7. We are a Phase 1 school and have developed a students with disabilities plan that includes a consistent flow of the day that provides classroom teachers on the grade to have the same common prep period from Monday thru Friday in order for teachers to plan lessons for all students including ELL students.

We also have a literacy and math committee that meet monthly to reflect and revise the curriculum. The committee shares their revisions with the Special ed committee and the committee develops scaffold to support the English Language Learners. Our TBE and ESL teachers meet monthly to develop reflect on their teaching practices and revise their curriculum plans

In addition, the Inquiry team meets weekly to discuss how to better meet the needs of ELL learners. We are also making attempts to mainstream special education students to expose them to more opportunities to develop their language in the least restrictive environment.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts			055	Spanish
Social Studies:			105	Spanish
Math:	Spanish		205	Spanish
Science:	Spanish		305	Spanish
Reader's Theatre	Spanish		4/5B	Spanish
Art	Spanish			

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

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

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

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

Native Language 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%				
		Dual Language		
100%				
75%				
50%				
25%				
		Freestanding ESL		
100%				
75%				
50%				
25%				
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.				

B. Programming and Scheduling Information--Continued

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

8. ELL students are eligible for a variety of intervention activities designed to target ELA, Math, and Content Areas. All ELLs are eligible for extended day services with their classroom teacher or an out of classroom teacher, depending on their Reading level and state test scores. During the extended time, strategy lessons and guided reading lessons are taught depending on the student's need. Depending on the time of year, small group Math intervention also happens with classroom teachers during this time. There are push-in services for our English Language Learners as well as a Title III instructional service program. An instructional program is provided for grades 2-5 students using Title III funding. The ESL and bilingual teachers meet periodically with a assistant principal to discuss standards, scaffolds, and alignment to school curriculum expectations. The Disaggregated Data indicates that ELL students have improved their scores on the ELA.

To support ELL students in testing grades, additional units have been included in the reading and writing calendar. These units contain test taking skills and strategies. Materials have been ordered to support the delivery of instruction during the school day and in other programs. Professional development opportunities will be provided for teachers, and workshops for parents, to familiarize them with the content, and strategies for success. Materials have been purchased to support vocabulary acquisition within reading and writing units of study and are appropriate to meet the need of all students, particularly ELLs. In addition, our school Robin Hood Library is a resource, and provides teachers and students with a wide range of genres that are age appropriate, and culturally relevant. We have an AIS literacy program that has qualified reading teachers that provide small group instruction to students who are Level 1. The often use guided reading books to enhance students literacy skills. The school has purchased Imagine Learning, Skills Tutor and Awards in English and Spanish to provide supplementary support to the students.

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

10. In order to increase in our ELL scores, our Title III instructional program will be implemented to support our students. The program is designed to build literacy in ELA, Math, and Social Studies. Teachers will use Benchmark Comprehension packs that include a variety of non-fiction texts, shared reading, read aloud, and writing response tasks. Two of the three days will be used to engage students in small group reading and writing using Science or Social Studies themed texts. Data from Acuity and ELL Predictives will be used to ensure instruction is aligned to students' testing needs. Students will be engaged in math practice. Through whole and small group practice, our teachers will aim to improve our ELLs math literacy skills.

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

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

program that picks up the students from the P.S. 1 site and provides students with homework help. Both programs support all students in developing academic skills. Lutheran Mental Health Center provides counseling to all students in and out of the school building. Primary Project is a school based program that provides support to students who are having difficulty adjusting to the school environment by a trained paraprofessional.

13. At PS001k we have a variety of resources to support the learning needs of our ELL subgroups. Recognizing the importance of visual support and shared materials to ELL education, our school has made a commitment to using technology to support our ELL subgroups. With the purchase of 10 new SMARTboards, 70% of our ESL, Bilingual and Language Enrichment classrooms are equipped with a SMARTboard in their room. Four ELMO machines, one each floor, are available for teacher use in addition to digital cameras, video cameras, and voice recorders. All classrooms have newly updated listening centers and computers for students use that have been equipped with a variety of math and literacy software. Imagine Learning contracts have been purchased for ELL students.

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

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

C. Schools with Dual Language Programs

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

N/A

D. Professional Development and Support for School Staff

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

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

Teacher's College Workshops

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

TC Study Groups at PS 1

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

Intra School Professional Development

Ongoing professional development tailored to the needs of our students and teachers will be provided within the ESL and TBE meetings. The Literacy Coaches will include ESL, Bilingual general and special education teachers in a two month cycle. Support will be provided based on teacher need on a variety of topics including : setting language goals, structures and routines, planning small groups in a bilingual classroom, inserting language structures in the elements of balanced literacy, helping ELLs transition from one grade level to the next, and using increasing rigor and vocabulary development with newcomer's and SIFE students. A variety of voluntary workshops for all teachers will be provided to help all staff members learn techniques for servicing our ESL population on a variety of grade levels. A voluntary common prep period had been created for Bilingual and ESL Teachers so they can plan collaboratively, looking across grade levels to better assess student language needs, pool resources, and reflect on school wide trends. The ESL team will also be part of Lab-sites where best practices will be demonstrated for some of our new teachers or teachers newly assigned to ELLs. Finally, Title III funding will be used to facilitate a professional study group for teachers after school. The goal of each study group is to build a community of teachers who feel comfortable and confident teaching, planning, and sharing ESL instructional methods and techniques.

School Based Inquiry Team

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

PPC Meetings

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

Technical Assistance Meetings

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

Literacy and Math Planning Committees

Literacy and Math committees made up of ESL, Special Education, and General Education teachers meet monthly to plan, scaffold, and design curriculum to meet the needs of our students. Working with coaches, teachers adapt the TCRWP and Everyday Math curriculum to meet the needs of our ELLs and Former ELL population. Some of these committees also provide for vertical planning and cross - grade conversations. Special Education committee members in grades K-2 and 3-5 had an opportunity to spend a whole day engaged in vertical planning. This allows teachers to better support students as they transition from one grade to another. (See attached PD plan)

2. All fifth grade students participate in middle school tours with the classroom teacher. Teachers assist students in preparing for middle school interviews . The guidance counselor explains the middle school process to students and their parents in Spanish and English. Middle school applications are only provided in English and the guidance counselor and parent coordinator provide translations services as needed. Lutheran Mental Health Center (CBO) personnel provides a workshop for all fifth grade students on how they can prepare for middle school.

3. All teachers are offered a minimum of 7.5 hours of ELL training. Professional development is assigned to new teachers first to ensure they meet the minimum requirement as per Jose P. The ESL coordinator maintains records and monitors new teachers' professional development. All other staff members receive a variety of professional development opportunities that support English Language Learners. Attendance is taken at all intra school professional development and records of off site professional development are kept on our Schools Google site, "PS 1 Connects".

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

E. Parental Involvement

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

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

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

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

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

Title III funding also supports an ESL parent class for our ELL population. Parents are invited twice a week to an Introductory English class and a "language lab" where they can use Rosetta Stone English Language Software. Simultaneously their children receive a homework help and intervention. The goal is to help parents become proficient in English enabling them to participate fully in their children's education.

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

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

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	3	28	8	3	6	7								55
Intermediate(I)	50	37	20	18	4	4								133
Advanced (A)	50	27	47	22	28	16								190
Total	103	92	75	43	38	27	0	0	0	0	0	0	0	378

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	12	27	13	0	52
4	11	16	3	0	30
5	17	14	1	0	32
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	5		15		29		0		49
4	1		18		11		3		33
5	10		16		8				34

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		6		13		8		28
8									0
NYSAA Bilingual Spe Ed									0

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

Native Language Tests		
	# of ELLs scoring at each quartile (based on percentiles)	# of EPs (dual lang only) scoring at each quartile (based on percentiles)

	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	9	9	11	8				
Chinese Reading Test								

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

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

1. Our school uses the Teachers College Reading and Writing Project Assessment Pro tool and the ELL periodic assessment to assess the early literacy skills of ELL students. According to September's reading levels, approximately 21% of first grade ELL students are reading at or above grade level. Approximately 14% of second grade ELL students are reading at or above grade level. This shows that the majority of our ELL students are not reading on grade level. Many of our ELL students enter our school in the primary grades and are in need of support in attaining academic language, decoding work and phonemic awareness. As a result, we are in need of programs which provide concrete support within these emergent literacy areas.

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

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

3. Much like the overall NYSESLAT proficiency results, when the NYSESLAT modalities are examined, it is evident that overall, the amount of students at most proficiency levels decrease with each subsequent grade. The majority of ELLs in grades 1-5 score at Advanced or Proficient level in Listening and Speaking. Our largest area of concern is Reading and Writing, especially in our First and Third grade population. . 60% of first grade ELLs and 50% of our third grade ELLs are scoring at Beginner or Intermediate on the NYESLAT exam. Additionally, less that 10% of students in both grades scored Proficient on the Reading and Writing section. This data combined with

TCWRP reading levels, point to a major need for reading and writing intervention with our ELL students.

It is clear if students are going to raise their overall NYSESLAT scores and eventually demonstrate proficiency, there needs to be a greater focus on reading and writing.

4a. In order to focus in on reading and writing, there are several instructional changes that can be made. First, teachers can integrate more guided reading into ESL programming. This process has already started through P.S. 1's After School Literacy Program that will focus on moving Level 2 students in grades 2-5 to Level three through guided reading. Teachers will conduct small group guided reading groups twice a week to help build higher levels of comprehension, better fluency, and greater stamina. Level 1 and 2 students in grades K-5 will also be invited to attend the extended day morning program where they will receive target reading instruction in a small group setting. Additionally, self-contained ESL and bilingual teachers will use guided reading programs such as "On Our Way To English" throughout the day to target reading, vocabulary, and word study skills. The ESL push in / pull out teachers work with the AWARDS program, a reading program which incorporates phonics instruction, vocabulary development and writing activities into guided texts, to provide multi-modal reading intervention to our struggling ELL readers. Finally, two Reading Intervention teachers work to target our hold over, at risk, and most struggling readers in ESL self-contained and bilingual classrooms. These interventions, combined with strong reading instruction through the balanced literacy model will provide a multi-teared approach to addressing our students needs in reading. A greater emphasis will also need to be placed on writing. Since it is clear students are stronger in their oral English skills at P.S. 1, instructors can channel this talent into writing activities. Students who have already demonstrated mastery of a topic orally can be guided to create a corresponding written response. Additionally, guided writing groups can be created for those ELLs who are struggling with different components of written English. Also, teachers can develop more shared writing lessons/modeled answers so students can see examples of successful written responses.

4b)The school leadership and teachers use the results of th ELL periodic assessments to determine the areas that students require more support. The data specialist reviews the data with teachers in the administrative meetings As a result of the findings materials are purchased, small group instruction targets the areas of need and curriculum is adjusted to meet the needs of the students. Teachers reflect on their teaching practices and revise the curriculum as needed.

4c) The Periodic assessments have demonstrated that students are having difficulty with expressing their thoughts in writing and content vocabulary has a direct impact on the ability to comprehend the text. Fifth grade students had low scores in reading and writing. Native language support has been used to enhance student's vocabulary and understanding of the content. As a result of these findings teachers have been provided with professional development.

5)n/a

6) As a building we consult many different data sources and are actively looking to improve the ways in which we use them to drive instruction. School leadership will consult NYSESLAT, ELL Predictive, TCRWP Assessments, and ELA and Math Diagnostic exams to examine the success of individual classes and programs. We also have designed a Writing About Reading Intra School Assessment to measure writing levels in grades K-5. Results from this exam and others, are reviewed by the administration and coaches on a monthly basis to determine trends in progress and areas of concern. Based on these results, professional development and instructional programs are implemented to improve the level of comprehension and critical thinking within the subject areas, especially content areas like social studies and mathematics. With this analysis and the results from our parent selection letters, school leadership will make informed decisions on which programs will best meet the needs of our English Language Learners.

Additional Information

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

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

School Name: The Bergen School**School DBN: 15K001****Signatures of LAP team members certify that the information provided is accurate.**

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jennifer Eusanio	Principal		12/1/11
Arlene Ramos	Assistant Principal		12/1/01
Maribel Pina	Parent Coordinator		12/1/11
Mary Tomac	ESL Teacher		12/1/11
Betsey Mercado	Parent		12/1/11
Ms. Marte	Teacher/Subject Area		12/1/11
Ms. Planzos	Teacher/Subject Area		12/1/11
Lynette Cartagena	Coach		12/1/11
Caren Hinckley	Coach		12/1/11
Wanda Soto	Guidance Counselor		12/1/11
Neal Opromalla	Network Leader		12/1/11
Elizabeth Troise	Other <u>Secretary</u>		12/1/11
Marisol Sheenan	Other <u>ESL Teacher</u>		12/1/11
Vivian Barreto	Other <u>A.P.</u>		12/1/11
	Other		12/1/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 4 **Network:** CFN 409

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

Part A: Needs Assessment Findings

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

As stated in our School Report Card and from our Home Language Surveys, 91.34% of our school population is Hispanic and 3.63% is Asian. These parents/guardians need verbal and/or written information to be translated so that they may be informed of current curricular mandates, testing, current events and procedural policies. We have one parent who needs sign language interpretation. The language needs of the community are reviewed regularly by the parent coordinator before sending notices home to parents.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

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

- At classroom curricular events and school workshops
- Through individual meetings guidance, teacher, parent meetings, Parent Teacher Conferences and IEP meetings
- PTA Meetings
- School Leadership Committee
- School events and activities

Part B: Strategies and Activities

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

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

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

During the school day, the bilingual parent coordinator, bilingual paraprofessionals, school aides, and/or secretaries will provide Spanish/English translation services. For interpretation of languages other than Spanish, we will contact the Department of Education interpretation unit as needed over the phone.

- Before and after school Spanish/English translation services will be provided by our parent coordinator and/or Family Worker. Bilingual (Spanish) staff members are always available before school begins (by 7:30 a.m.) and after school (until 4:00p.m.)
- We will also be requesting interpreters from Central for parent teacher conferences.

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

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

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

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

2012-13 Comprehensive Education Plan (CEP)

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Bergen School	DBN: 15k001
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 393
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 15
of certified ESL/Bilingual teachers: 8
of content area teachers: 7

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Our state assessment data and 2012 NYSESLAT scores all demonstrate the need for targeted reading and writing intervention within the ELL population in grades 2-5.

Our current ELL students made steady gains on the Reading and Writing section of the NYSESLAT (11% of the students scored proficient, 7% beginners, 33% Intermediate and 30 % advanced. Unfortunately, on the ELA 45% of the students scored a level 1, 34% of the students scored a level 2 and 4% of the students scored a level 3. According to Teachers College Assessment Benchmarks 63% of the students are reading on level 1 and 2. The data collected demonstrates the need for differentiated instruction within a rigorous reading and writing curriculum. Another reason for targeted support is based on our Listening and Speaking sections students will benefit from intervention in the four modalities so the connections between oral and written language become clearer and more explicit.

Based on hand scoring of the LAB-R, 60% of our current Kindergarten class will be entitled to ESL services for a total of 126 ELLs. A Kindergarten ELL class is also made up of 25 students with little to no spoken English and suspected of having Newcomer Status. In addition, of our incoming Kindergarten ELLs, 36 have Chinese as a Home Language. Finally, due to overcrowding in our neighborhood school we received 26 first grade transfer students who identified Chinese as a Home language. This data marks a population and proficiency change within our building. Unlike other grade levels that enter with higher oral language proficiency, students within the 2012-2013 Kindergarten and first grade classes will need significant support building oral language and literacy skills.

As a result, we will use the majority of our funding for Reading and Writing support for our English Language Learners in grades 2-5. A 20 day After School Program will support our ELLs in literacy, Math, and NYESLAT test preparation in English. The primary goal would be to help students develop strong reading writing and math problem solving skills through small group data driven instruction. Small group Math will be taught on Monday. On Tuesday and Wednesday teachers will use "On Our Way to English" Comprehension Packs. Positions will be offered first to teachers serving under their ESL and Bilingual license. (If we are unable to secure the needed amount of licensed ESL and Bilingual teachers common branch teachers will be hired and co teaching model will be utilized) At least two groups will be solely reserved for newcomer and SIFE students. These groups will be based on recent Teachers College Assessment, NYSESLAT scores and informal language assessments. One planning meeting will be provided so teachers can plan instruction. A supervisor will be present to assist in planning instruction modeling effective practices, help with coordination and supervision of the program since this is the only instructional program in the building after school.

Students will be involved in inquiry-based activities, which will help them develop critical thinking skills. Lessons will be created on scaffolding reading, writing, listening and speaking. Teachers will use the

Part B: Direct Instruction Supplemental Program Information

"On Our Way to English" shared reading and writing program to develop language.

Grades 2-5 After School Program

An after school program will run for 20 days, consisting of 13 staff members (12 teachers, 1 supervisor) for grades 2-5. The program will be held Mondays, Tuesdays, and Wednesdays from 3:15-4:45 as an after school program. The program will begin on January 28th, 2013 and end on April 13, 2013. The primary goal would be to help students develop strong reading, writing, and math skills through small group, data driven instruction. Small group Math literacy sessions will be taught using Buckledown Math in order to review problem solving skills. We will use "On Our Way to English" Comprehension Packs, a program that integrates shared, guided, and independent reading and writing around content area themes.

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

Kindergarten and First grade will participate in NYSESLAT test prep during extended day at no cost to Title 3 except for the purchase of "Getting Ready for the NYSESLAT Beyond Grade 1" and "Getting Ready for the NYSESLAT Beyond Kindergarten.

Making Books Sing (K-1)

"Making Books Sing" is a non-profit organization that uses literature and content area studies to bring theatre, song writing, and movement into the classroom. A bilingual teaching artist will collaborate with Spanish Dual Language and TBE classroom teachers to plan a student led performance based on a text from the curriculum. Four lower grade classes will participate in a 8 week session that includes tickets to a performance provided by the company, and artists run sessions in which students will study and adapt one text. Teachers will choose a content area text on a social issue. The goal is to explore a variety of reading skills including story elements, character, and word choice, in a way that allows for oral language development and whole class participation. Additional after school planning session for teachers will be provided. The planning sessions will be held with the 4 teachers and 1 coach facilitator.

Monies will be used to pay for After school teachers, After School Supervisor, and ESL After School Teacher Training.

In addition we will purchase "Making Books Sing" and the ESL instructional materials needed for the after

Part B: Direct Instruction Supplemental Program Information

school program.

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: This year the focus of our professional development will be on improving our ELLs in their English Language acquisition in order to increase their scores on the ELA, Math, Science and NYSESLAT examinations. In order to best prepare students for these challenges teachers must be given the opportunity to engage in rigorous planning and collaboration with colleagues.

Therefore we will fund an opportunity for teacher development and growth. A study group will be offered afterschool to k-2 teachers to support them in obtaining strategies to teach our ELL population. The following groups will be formed based upon interests, funding, and needs of students and teachers:

"Integrating Vocabulary Instruction for the English Language Learner"

"Providing scaffolds that will support student learning"

"Universal Design for Learning for all students"

"Using Coteaching model in ESL and Bilingual Programs"

"Preparing students for the NYSESLAT"

Teachers will be granted the opportunity to partipate OELL workshops focusing on aligning instruction with the Common Core Standards at no cost.

Monies will be used to pay per session for teachers to participate within the study group. [REDACTED]

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

Part D: Parental Engagement Activities

- how parents will be notified of these activities

Begin description here: Parent ESL Classes

After assessing the needs of our students, it has come to our determination that many of them come from homes where learning in English becomes difficult due to the fact that their parents are not English proficient. In fact, the majority of our students come from homes where the first language is Spanish and most of the activities conducted at home are in the student's native language. Therefore, this year we would like to offer Parent ESL workshops. We would hire two ESL teachers to conduct the program at a per session rate. The workshops would occur from 3:15 p.m. to 4:45 p.m. on Tuesdays and Wednesdays. The program will commence on January 29th and end on March 6th, which would consist of 10 sessions. The program would focus on adult themes and socialization. We would conduct field trips and community walks to immerse the parents with environmental print and provide opportunities for them to practice the English language. We would purchase instructional materials to support the program including picture cards, books and realia to help scaffold the instruction. We would also purchase software from Rosetta Stone to help develop computer literacy and practice language acquisition skills. A paraprofessional would be hired for the 19 sessions to work with the children after school while their parents are in the ESL program. The paraprofessional will conduct read alouds and homework help with the students.

Late September 2012 we received transfer students from a neighboring school these students predominant language is Chinese. As a result we will ensure that all materials and workshops have Chinese translation.

Parent Workshops

In an effort to educate parents of our bilingual and ESL students, our bilingual teachers will collaborate with the parent coordinator to host a special series of parent workshops. These workshops will be teacher led and provide parents with a practical and theoretical framework for bilingual education. Workshops in this series may possible include: "Welcome to Bilingual Education," "Supporting Readers in Any Language," " Math at Home", and "Testing and the Bilingual Child; your rights and responsibilities". (AT no cost)

Flyers and translations will be provided at no cost.

Monies will be used to pay our staff members per session to plan teach Parent ESL Classes. A paraprofessional will be hired.

Part E: Budget

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

Allocation Amount: \$45304

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	45304	