



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: PS1 THE COURTLANDT SCHOOL

DBN: 07X001

PRINCIPAL: JORGE PERDOMO

EMAIL: [JPERDOMO@SCHOOLS.NYC.GOV](mailto:jperdomo@schools.nyc.gov)

SUPERINTENDENT: YOLANDA TORRES

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

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

Name	Position and Constituent Group Represented	Signature
Jorge Perdomo	*Principal or Designee	
Brenda Cartagena	*UFT Chapter Leader or Designee	
Krystal Padilla	*PA/PTA President or Designated Co-President	
Laura Aldea	DC 37 Representative, if applicable	
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
Luisa Valentin	Member/Teacher	
Leoney Jarvis	Member/Teacher	
Sarah Michell	Member/Teacher	
Yolanda Morales	Member/Time Keeper/Parent	
Brendalyn Lopez	Member/Teacher	
Violeta Guevara	Member/Parent	
Janet Kosaro	Member/Parent	
Piarina Rosa	Member/Teacher	
Tracy Woodall	Member/ Parent	

Chandice Carroll	Member/Teacher	
Blanca Turcios	Member/Parent	
Sunny Rosa	Member/Parent	
Sumaya Castillo	Member/Parent	

** Signature of constituent only indicates participation in the development of the SCEP, not approval.

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

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- 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.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

professional goals using the Danielson Framework

- *Teacher quality and effectiveness of conferences –analysis of conferring logs*
- *Frequent timely and relevant feedback both individually and as a group/staff and progress in meeting effective standards of teaching as set for by our NYC department of education.*
- *Mentoring plan*
- *Academy of Collaborative Learning - Yearlong study group with a focus on small group instruction and conferring*
- *Individualized online PD support for all teachers*
- *Feedback provided to teacher using the Charlotte Danielson's Framework for Teaching and Principal's created rubric. Note: These are not use for teacher evaluation or rating, but for teacher development.*
- *Teacher's individual goals and plan of action*
- *To align funding to enable teachers to attend regularly scheduled professional development that will deepen teachers' understanding of differentiation through conferring and small group instruction.*
- *Low inference classroom observations*
- *Analysis of teacher data (observations, walkthroughs, feedback, rubrics and learning walks) to determine appropriate professional development for teachers and staff*
- *Implementation of i-ready web based internet- diagnostic, intervention and instructional program to effectively identify at risk students and students in need of additional instruction*

Budget and resource 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 IA Title IIA Title III Set Aside Grants Other-describe here: Priority/Focus

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).

Priority/Focus funds are used to enable teachers to attend regularly scheduled professional development sessions. Additionally, they are used to support per session for the Academy of Collaborative Learning and coverage for teachers to meet with administrators to discuss observations and set goals for ongoing improvement of teacher practice.

Teachers College professional development funded by Title 1 SWP

Wilson professional development funded by Title 1 SWP

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

Build on the alignment of the curricula and the integration of the Common Core Learning Standards (CCLS) tasks and delve deeper into purposeful, rigorous habits in order to close the achievement gap. (1.1) 2011-2012 NYCDOE Quality Review Report, page 5

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

Annual Goal #2

Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, principal, administration, coaches, and network leaders will offer regularly monthly professional development sessions for teachers in designing and planning Common Core, grade specific performance tasks/assessments to enhance application of reading, writing, speaking, and listening skills. This will result in returning students in grades four and five previously identified as scoring in the school's lowest third on the 2011-2012 state language arts exam collectively averaging an adjusted growth percentile of 59th on the June 2013 Teachers College Independent Reading Assessments. This will be evidenced in daily instructional programs, before, during, after school and during Saturday programs.

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,
- identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.

Timeline for implementation.

- Teachers design and plan common core, grade-specific, performance tasks/assessments to enhance application of reading, writing, speaking and listening
- Teachers provide common core, grade-specific, performance tasks/assessments instruction to struggling students before, during, after school and during Saturday programs
- *Administrators, literacy coach, and teachers evaluate baseline ELA assessment to determine accuracy of students' reading levels and to adjust instruction monthly*
- *Administrators and Literacy coach conduct walkthroughs to plan individualized coaching support for teachers in developing student reading skills*
- *Literacy coach and teachers engaged in group and individual professional development with a focus on units of study around planning and implementation of*

lessons specifically related to enhancing students' reading, writing, speaking and listening skills

- *Administrators, Literacy coach, and teachers evaluate performance assessments in literacy, monitoring school-wide and individual progress and planning small groups and lesson focus based on results of assessment*
- *Plan test sophistication unit for Literacy*
- *Implementation of ongoing student lead independent reading assessments of current books students are reading*
- *Qualities of discussions in the classroom – Questioning, arguments and academic talk*
- *Acuity-predictive assessments results*
- *I-ready ongoing progress*
- *Great leaps ELA progress*
- *Quality of student work*
- *Qualities of student oral presentations*
- *Teacher ongoing assessment/observation of student academic progress aligned to expected grade level work*
- *TC- Benchmark assessments*
- *School wide implementation of flexible scheduling for in depth teaching and learning as reflected in Common Core Learning Standards*

Budget and resource 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 IA Title IIA Title III Set Aside Grants Other-describe here: Priority school funding

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).

Priority/Focus- Per Session 26 Teachers X 33 Sessions X 2 Hours X \$43.93 (plus fringe.) (Approximately serving 180 students)

Priority/Focus- Per Session 1 Supervisor X 33 Sessions X 2 Hours X \$43.93 (plus fringe.) See Galaxy

Priority/Focus- \$10,000 for Textbooks

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

Refine the questioning and teaching strategies to meet the differentiated needs of relevant subgroups of students. (1.2) 2011-2012 NYCDOE Quality Review Report, Page 6

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

Annual Goal #3

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, bilingual students in grades 3-5 will demonstrate growth of two reading levels from their assessed levels at the beginning of the school year in reading, writing, listening, and speaking skills. This growth will be demonstrated through improvements in student language and comprehension, as measured by TC assessments.

Instructional strategies/activities

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

Priority/Focus- PD with a focus on common core standards, especially the increased use of cognitively challenging questions and discussions.

- *Using our TC assessments and benchmarks, students will be assessed regularly and at least 5 times (formally) during the school year to monitor academic growth over time.*
- *Provide quality and effective teaching through one to one instruction via small group instruction and conferring across all subject areas*
- *Provide quality and effective teaching through small group instruction*
- *Provide quality and effective teaching through integration of technology- using I-ready diagnostic and JiJ (ST Math)*
- *Analysis of student work monthly and bi-weekly*
All students set goals and meet to discuss progress in meeting goals
- *School-wide ELL and Literacy common core planning team*

- *Quality of student oral presentations*
- *Standardized assessment results (summative)*
- *TC assessment results both formative and summative*
- *Interim assessments from Acuity and Aris*
- *Student work quality and mastery of skills/craft*
- *Benchmark assessments (TC & Math)*
- *I-ready post assessments and progress report*
- *Team goals*
- *Students' logs and notebooks*
- *Teachers' assessment binders*
- *Teachers conferring logs-notes*
- *Teacher assessments and progress reports*
- *School Wide Study group with a focus on Academic Language to address needs of ELL population with support from Network team members before school hours.*

Budget and resource 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 IA Title IIA Title III Set Aside Grants Other-describe here : Priority/Focus School funding

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).

In order to cover classroom teachers for the purposes of professional development throughout the year, 8 days are set aside prior to the start of the school year for each classroom teacher to ensure adequate funding. These substitutes allow our school to plan for professional development workshops inside and outside of the building and for inter-visitation within the school.

Substitutes - 12 Teachers * \$167.60 * 3 Sessions each Priority Funding

- Yearlong calendar of meetings to discuss SIT plan
- SIT plan team – protocols and norms
- Professional development from the network to support a more consistent approach to developing appropriate scaffolds for specific subgroups of students with IEPs
- PD with a focus on looking at IEPs to determine accuracy and relevancy to student academic needs.
- Flex programming for IEP students and students in Special Education classes
- Response to intervention plan (RTI) and Response to instruction (RTI2)
- School-wide interventions in ELA and Math
- Reduced numbers of referrals
- Improved interpretation and writing of future IEPs
- Attendance and Agendas to SIT meetings
- Successful mainstreaming of IEP students during flex schedules
- RTI data showing academic progress of students with IEPs
- Increased communication with parents regarding related services
- Improved communication between and amongst related service providers, IEP teachers and parents
- Increase numbers of students with IEPs showing more significant academic progress
- Ramapo Training for social/emotional development and classroom management for teachers
- Ramapo for Parents Training

Budget and resource 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 IA Title IIA Title III Set Aside Grants Other-describe here: Priority/Focus School

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).
- **Priority/Focus- Leadership Program- Servicing 75 students- 30 visits@ \$400/day.** Focus of the service is on social/emotional learning, positive school culture, and violence prevention through literacy and the arts
- Ramapo Training for teachers and parents funded by: Title 1 SWP

In order to cover classroom teachers for the purposes of professional development throughout the year, 8 days are set aside prior to the start of the school year for each classroom teacher to ensure adequate funding. These substitutes allow our school to plan for professional development workshops inside and outside the building and for inter-visitation within the school. Funded by Title I Priority Focus/SWP.

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

7.0 out of 10.0 parents when asked how often during the school year have you have received information about what your child is studying in school. (1.2) 2011-2012 NYC School Survey p. 5

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment 6.4 Partnerships and responsibility

6.3 Reciprocal communication 6.5. Use of data and families

Annual Goal #5

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June, 2013, teachers, school staff, and administrators will increase the frequency, quality, and method of communication to parents every month to show an increase from 7.9 to 8.1 on the 2011-2012 NYC School Survey. This will be accomplished through ongoing parent workshops with a focus on the arts, academics, and parent/school participation.

Strategies to increase parental involvement and engagement

- 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 19-24 in this SCEP.
- Describe the research-based strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) Timeline for implementation.
- Iready parent letters- detailed academic reports with an in depth description of progress
- Assessment pro letters for ELA and Math
- Report Cards
- PS 1 School web site
- Parent workshops- LEAP, Studio in the School, Learning Leaders, Arts and Crafts, ELL Program Information Sessions
- School Newsletter
- Parent/Teacher Handbook
- Monthly Calendar
- Parent/Teacher Breakfasts

- Parent Trips
- Monthly parent meetings
- Monthly Events
- Leadership Program School Talk Show
- Holiday Assemblies and Student performances
- Studio in the School- Exhibitions of Student and parent art
- Cook shop for Parents
- Phone Masters
- Learning Leaders for Parents- Training parents to be volunteers
- Clothing Drive
- English Language Courses
- LEAP- Jewelry making/Knitting Workshops
- Classroom Celebrations/Publishing Parties
- “Dance for Peace” Parent Group
- Holiday Arts and Crafts Fair

Budget and resource 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 IA Title IIA Title III Set Aside Grants Other-describe here: Priority/Focus

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).
- **9 parent workshops.** For each parent session, average participation targeting 20-25 parents across the grade level per session.
 - Studio in the School \$4,050 Funded by: Priority Funding Parent Engagement

9 parent workshops will be facilitated by Studio in the School. This program provides parents and students of all age groups with 1 hour workshops focusing on a variety of artistic mediums including woodwork, collage, water colors, and clay. Workshops will be held in the after school hours for one hour per session through June. The facilitators of the program will be modeling technical aspects of each medium and providing opportunities for parents and students to create work using the various materials. Finally, the facilitators will promote artistic creations that reflect the monthly character themes of PS 1, including such themes as respect, empathy, health, and happiness.

Studio in the School: 9 Sessions @ \$450 per Session = \$4050 (Funded by Priority/Focus)

Student Planners/ Notebooks/Binders

- Student planners provided to children in order for parents to have an enhanced connection to the students’ daily experiences at school. Parents can monitor their students’ homework and provide support to their children. Student planners also have monthly themes reflecting the character education program at PS 1X
- Monthly Planners- \$1,549.54 (Funded by Priority/Focus)

- Assessment Pro, Iready, Echalk for school website, Cookshop, and Parent Trips are funded by SWP and Tax Levy. Parent workshops are funded by Title III.

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	<ul style="list-style-type: none"> • Foundations for lower grades k-2 • Great Leaps for students in need of fluency and decoding • Wilson for students in need of fluency, decoding and comprehension • I-ready- adaptive web based diagnostic and instruction ELA program • Reading Recovery for students in 1st grade 	<ul style="list-style-type: none"> • Small Group • Individualized instruction • Pull out/push in 	<ul style="list-style-type: none"> • During the school day • Before school • After School • Saturday Academy
Mathematics	<ul style="list-style-type: none"> • Math Steps • Mind Research Math • Singapore math • Math Advantage (Kaplan) • Math navigator – skill based targeted instruction • I-ready- adaptive web based diagnostic and instruction Math program • One to one instruction during extended day for students in need of more 	<ul style="list-style-type: none"> • Small Group • Individualized instruction • Pull out/push in 	<ul style="list-style-type: none"> • During the school day • Before school • After School • Saturday Academy

	<ul style="list-style-type: none"> individualized instruction • Math Saturday Academy • After school academic program with a focus on math 		
Science	<ul style="list-style-type: none"> • Hot Topics Science Kits • Small group instruction with a focus on academic language and nonfiction • comprehension strategies • Project Based Learning – Integration of Science and Technology • Use of internet- videos, recordings, for research 	<ul style="list-style-type: none"> • Small Group • Individualized instruction • Pull out/push in 	During School, After School, Saturday Academy
Social Studies	<ul style="list-style-type: none"> • Use of smartboards to research and explore the world through the internet • Focus on geography integration with Literacy • Small group instruction with a focus on academic language and nonfiction • comprehension strategies • Project Based Learning – Integration of Science and Technology • Use of internet- videos, recordings, for research 	<ul style="list-style-type: none"> • Small Group • Individualized instruction • Pull out/push in 	During School, After School, Saturday Academy

<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<ul style="list-style-type: none"> • Conflict-resolution/ Peer mediation • Second Step Program • Teaching children to care • Ramapo • Respect for all curriculum • Culturally Responsive Education • Crisis intervention • Evaluation and assessment • PPT –EPC services 	<ul style="list-style-type: none"> • Small Group • Individualized instruction • Pull out/push in 	<p>During School, After School, Saturday Academy</p>

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.

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

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND 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

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, PS 1, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between PS 1 and the families. PS 1's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the PS 1 community. PS 1 will support parents and families of Title I students by:

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

PS 1'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 PS 1.

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, PS 1 will:

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

PS 1 will further encourage school-level parental involvement by:

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

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

PS 1, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

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

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

Principal Jorge Perdomo	Assistant Principal Carlyn Rahynes
Coach Rogelio Herrera	Coach type here
ESL Teacher Mr. N. Valenzuela	Guidance Counselor E. Hernandez
Teacher/Subject Area Ms. Valentin	Parent Ms. Angelica Arroyo
Teacher/Subject Area type here	Parent Coordinator A. Arroyo
Related Service Provider Ms. Bez	Other N. Valenzuela ELL/Bil Coord
Network Leader Dan Feigelson	Other Ms. Riddick, Pupil accounting

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	688	Total Number of ELLs	204	ELLs as share of total student population (%)	29.65%
------------------------------------	------------	----------------------	------------	---	---------------

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. [🔗](#)

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

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

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

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

During this session(s) we meet with parents and explain the three different programs (transitional bilingual, Dual Language, and Freestanding ESL) available from the NYC Department of Education. Parents of our newly identified ELLs are shown a video which further explain the program choices. This video is in the parents' native language. We further clarified the programs we have available at our school (Transitional bilingual and push-in, pull-out ESL). The parent orientation is conducted by Mr. Perdomo, (principal) Mr. Valenzuela (bil. Coordinator) and Ms. Arroyo (parent coordinator and assistant). At this orientation, parents are informed of their parental choice. It is explained to parents that when there are 15 or more students in one or two contiguous grades, and a parent choose such program that program is formed. Parents are also notify of their right to choose a program at another school, if their initial choice is not available at our school. The parent orientations take place at the beginning of the year in September and throughout the year as

needed. When parent do not attend these orientations, we make parental outreach via phone and letter to schedule a meeting and to provide parents with the required information presented at the orientations. At the parent orientations, parents are given the opportunity to ask questions about the three programs offered by the Department of Education.

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

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

The outreach plan is as follows:

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

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

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

After the meeting children are placed according to Parents' Choice form in either our ESL Program or Bilingual CTT Program. Parents are informed that if they do not choose a program, their child will be placed in a TBE program.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned?

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

We help parents complete the parent survey and the Program Selection forms at the end of the orientation meeting. We also make phone calls to ensure that parents come to the school to fill out the forms. Marilyn Rivera, the family worker, Ms. Arroyo; the Parent Coordinator, and parents who volunteer make these calls to parents. Within the first 2 to 4 days of registration we send the entitlement letters (in the parent's native language) home with the students and there is a signature line that parents have to sign. These letters are collected by the members of our bilingual team. As students or parent bring the letters, homeroom teachers, the parent coordinator and bilingual coordinator assist in the collection of entitlement letters. Those returned letters are stored and secured in the Bilingual Coordinator's office. For parents who do not attend the meeting we continue to send them the forms until we are successful in meeting with them personally. Public School 1 offers several parent meetings with The Principal, the bilingual coordinator or ESL teachers who are asisted by the Parent Coordinator where we converse with parents about all the options offered by New York City Department of Education. They are given the opportunity to ask questions in order to make informed choices regarding the program in which their children will participate. Parent surveys are distributed and collected at the meetings. In order to reach parents we send invitations to meetings. For parents who do not return the forms, they are informed that the default program is TBE.

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

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

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

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

At the beginning of the year and after parents have chosen the program of choice, we, the bilingual coordinator and team, distribute placement letters to parents informing them of the child's program placement, continued entitlement letters to parents of students who

will continue to receive ESL/Bilingual services as indicated by the NYSESLAT and discontinuation letters to parents of students who scored proficient on the NYSELSAT. All record of those letters are maintained and stored in the office of the Bilingual Coordinator. Letters are sent to parents in their native language as determined by the Home Language Report.

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

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)

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

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

6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

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

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

Part III: ELL Demographics

A. ELL Programs

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

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	To t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	1	1	1	1	1	1								6
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	2	2	2	2	2	2								12
Total	3	3	3	3	3	3	0	0	0	0	0	0	0	18

B. ELL Years of Service and Programs

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

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

	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	80	0	13	22	0	7				102
Dual Language										0
ESL	81	0	9	20		4	1			102
Total	161	0	22	42	0	11	1	0	0	204

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

C. Home Language Breakdown and ELL Programs

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

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	21	17	16	17	19	12	0	102						

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
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: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____
	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	27	17	11	18	14	07								94
Chinese	1													1
Russian														0
Bengali														0
Urdu														0
Arabic			1	1		1								3
Haitian					1									1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1	1											2
TOTAL	28	18	13	19	15	8	0	101						

Part IV: ELL Programming

A. Programming and Scheduling Information

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

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])?

A. Programming and Scheduling Information

Bilingual Classes

There is one bilingual class in each grade and they are grouped heterogeneously (mixed proficiency levels). Within the classes, students are grouped according to their proficiency level for instruction. Students who are grouped as beginners and intermediates receive two units of ESL instruction (360 minutes) weekly, and advanced ELLs receive one unit of ESL instruction (180 minutes) weekly and one unit of English Language Arts (180 minutes) as per NYS NLA Standards and NYS ESL Standards. Our English Language Learners in our bilingual classes will receive instruction in the content area in their native language according to their level of English Language Acquisition based on the NYSESLAT.

ESL

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

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

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

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?

a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154

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

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

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

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

A. Programming and Scheduling Information

implemented in our ESL instruction.

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

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

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

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

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

1. How do you differentiate instruction for ELL subgroups?

SIFE

The parent survey is also utilized to facilitate background information to better service the student. Materials chosen are based on information acquired and the academic needs of the student. We participate in a Title III summer enrichment program, Saturday program, extended day and support from an off-site agency when needed (Leadership Program). These supports mentioned above offer students with opportunities to develop their language and content skills through extra support and small group focused around their needs. In addition, native language support is provided to the students falling under this category with books, dictionaries and audio books in their native language. Some of these students come with social and emotional needs that may require counseling which is address by our counseling staff.

Newcomers

Data retrieved from ATS includes the Modality Report, Years of Service, Exam History, Attendance, etc. Materials and instruction in the four modalities are provided to meet the needs of the student. These students are given ELA academic intervention services, since the NCLB now require ELA testing for ELLs after one year. These students are given Title III after-school and Title III summer school enrichment program. Within the classroom there is small group instruction and partner work, where students are paired according to language ability. Classroom libraries are filled with resources in Spanish and books on various levels to meet the needs of the students. Students are invited to participate in Newcomers Academy.

ELLs receiving service 4 to 6 years

Data retrieved from ATS includes the Modality Report, Years of Service, Exam History, Attendance, etc. Students who have been in the

A. Programming and Scheduling Information

program for more than 3 years and less than 6 we provide extra support for them. This support includes but not limited to: extended day programs, after school program, early morning programs, parents meetings, personal conference with the students and the opportunity to participate in our ELL academies.

Long Term ELLs

Data retrieved from ATS includes the Modality Report, Years of Service, Exam History, Attendance, etc. We have very few students that are long term ELLs. These students are assessed in order to determine what skills need to be developed for language acquisition. These students participate in our academic intervention program and in extended day. Additional ESL and ELA is provided during the after school program. Some of these students might be referred for evaluation to determine if there are any language barrier to their communication. Students who fall under this category show that their needs are in the areas of writing and reading and wells as content knowledge; and to support their needs, they are given small group instruction with specific targeted needs.

ELLS with Special Needs

To ensure that all ELLS with special needs receive their mandated services, all service providers have a copy of the student's IEP. All service providers, including the classroom teachers and ESL teacher collaborate to create schedules and instructional plans that supports student learning.

ELLS-SWDs Whose IEPs receive services are referred by the Special Evaluation Unit Led by Mr. Hernandez (School Based Support Team). After parents or teachers express concerns the students are evaluated for services and the school will determine the Tier students will best benefit from. The SETSS team will meet with parents using interpreters if needed. All documents are sent to parents in their native language.

School ensures that all the students receive the mandated services by providing full time staff to work with these students.

Data retrieved from ATS includes the Modality Report, Years of Service, Exam History, Attendance, etc. ELLs that are identified as having special needs are referred immediately to our School Based Support Team (SBST). In turn, they evaluate and present recommendations. We then implement the remediation plan. These students would have already gone through Tier1 interventions which include; in classroom support using differentiated instructional techniques, research based strategies, push-in intervention providers, small group, peer tutoring, one-on-one tutoring and Tier 2 interventions which include push-in /pull-out support and after-school programs. Students with special needs receive small group/one-on-one instruction with a hands-on approach to learning. In addition, there is a heavy emphasis on visual and technology support (such as Smartboards, documents cameras, flip cameras).

Courses Taught in Languages Other than English ⓘ

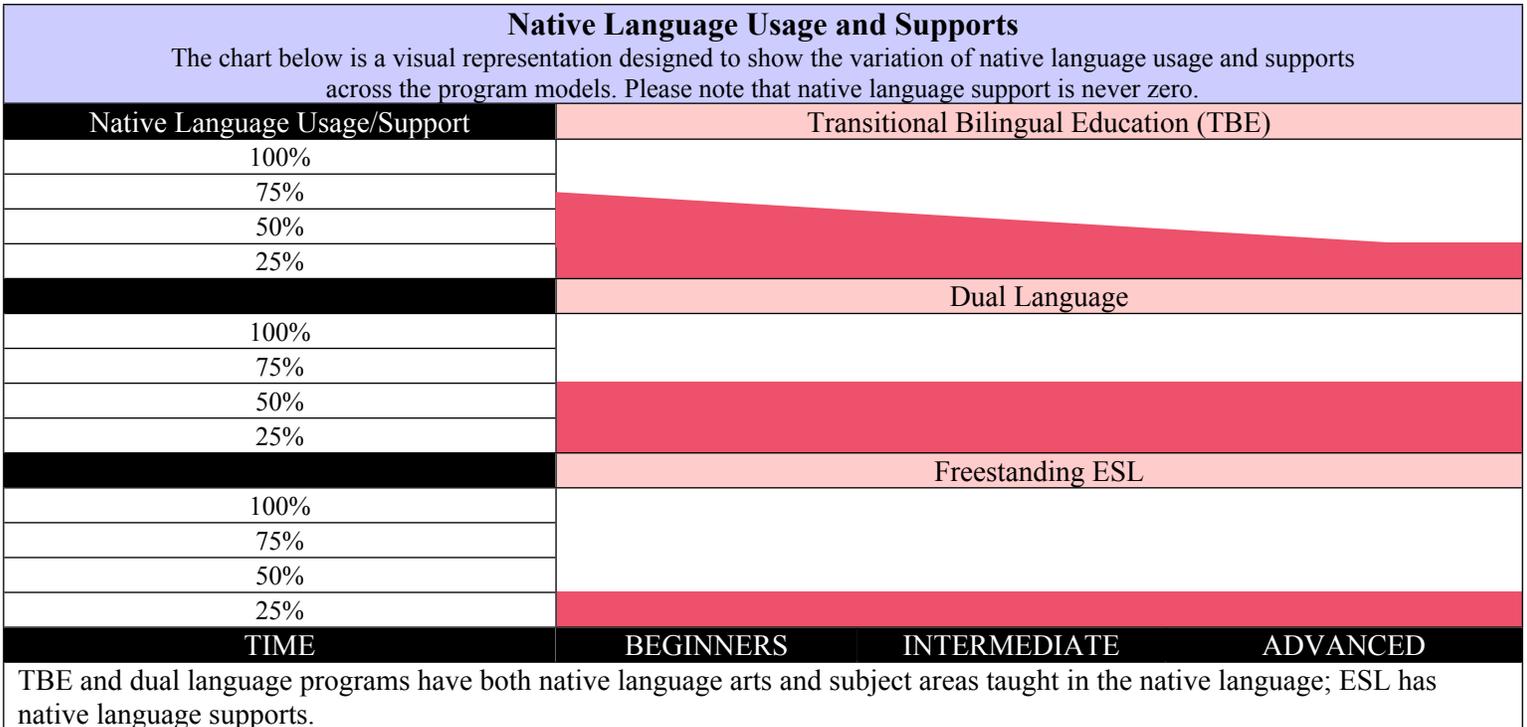
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- 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	Spanish			
Social Studies:				
Math:				
Science:				

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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



B. Programming and Scheduling Information--Continued

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

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

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

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

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

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

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

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

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

11. What programs/services for ELLs will be discontinued and why?

The school is not planning to discontinue any programs or services.

12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Students are asked to participate via letter to parents. Parents sign consent letters and students are placed in the appropriate programs.

All ELLs are afforded the opportunity to attend programs provided by the school. These programs include, Title III after school, ELL Saturday

Academy, Title III Summer Enrichment program, extended day and support from off-site agencies. In addition to the programs mentioned above, we also have Basketball, Chess, Ballroom Dancing, Chorus, and Capoeira that all students are encouraged to attend.

ELLs participate in all programs available. They are given the same opportunity that non ELLs receive plus special groups created with funds designated only for ELLs

13. What instructional materials are used to support ELLs?

Computer software are used for instruction. Achieve 3000, Imagine Learning, Acuity, I-Ready, and IPADs Apps. These software target the skills ELLs need to improve. In order to determine what skills to target the Bilingual Coordinator, Teachers and ESL providers look at the Modality Report where the achievement can easily be tracked.

- a. On Our Way to English
- b. Words Their Way
- c. Month by Month Phonics
- d. Wilson/Foundations
- e. Fountas and Pinnell Phonics Lessons
- f. I-Openers: Spanish and English (Non-Fiction)
- g. Getting Ready for the NYSESLAT

These literacy programs promote a better understanding of ELA.

National Geographic (Non-Fiction)

Pearson Learning-Core Knowledge: History and Geography

Rosen Classroom: Journeys Theme Pack: Science and Social Studies

Primary Source: Rosen Classroom (Non-Fiction) Graphic Organizers in Science & Social Studies with Guided Reading Books: Rosen Classroom

Math Navigator

Every Day Mathematics: Spanish & English

Saludos/Hello English-Guided Reading: Spanish and English with Tapes

Pinata Biblioteca para la clase-Niveles 1,2 & 3: Curriculum Press

14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL) In the TBE program, English Language Arts is taught in English with the TC units of reading and writing. Native language is promoted and used for instruction according to their levels of English.

Native Language Arts is taught for 180 minutes per week in the Transitional Bilingual Education Model for all ELL students. The amount of

Native Language support is given in the classroom depending on the students' level of proficiency based on the NYSESLAT. Beginner level ELLs receive more support in their Native Language (i.e. 60% NL Instruction and 40% L2 instruction) this percentage continues to shift. Advance level ELL students' would then receive 40% of NL Instruction and 60% of L2 Instruction).

15. Do requires services support, and resources correspond to ELLs' ages and grade levels?

All classroom libraries are leveled according to Fountas and Pannell. Students are matched to reading levels based on F&P and content according to grade level. There is an abundance of nonfiction resources in each classroom

16. Currently we do not have any activity prior the beginning of the school year for prospective parents. We plan to implement school tours at the end of the school year to invite parents to visit classrooms and to provide information about the programs offered at our school.

17. We do not have any language electives to ELLs.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

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

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

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

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

On other Mondays during afternoon.

Retreats with the Principal

Academy of collaborative learning on Tuesdays at 7:15

Some of the training and PD include:

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

E. Parental Involvement

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

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

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

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

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

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

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

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	32	19	6	4	4	3								68
Intermediate(I)	0	11	12	17	14	10								64
Advanced (A)	13	3	12	15	17	8								55
Total	32	33	30	36	35	21	0	0	0	0	0	0	0	187

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	17	17			34
4	5	11	1		17
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	10		18		6				34
4	7		10		2				19
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2		10		7				19
8									0
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

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)								
Chinese Reading Test								

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

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

PWe regularly use TCRWP and computer designed programs: Achieve 3000, Imagine Learning, Renzully and many othe web based softwares. The insight that the data provides is very similar to the data provided by the NYSESLAT Modality Report from ATS.

NYSESLAT

The NYSESLAT data shows that ELLs are making some progress on the assessment by moving to the next proficiency level to become language proficient. Most of the students in the 4th and 5th grades are advanced and ELLs who are in the beginning level are mostly new comers and Special ED.

Teachers and School Leaders receive the results of the interim assessment periodically. They use and analyze class results to drive instruction.

These ELA assessments guide the teachers and demonstrate where there is improvement and the skills needed to support further instruction. Teachers meet and plan collaboratively with the AIS Coordinator and Literacy Consultant to address the concerns of our Ell population. Parental workshops are also given regarding English language arts to assist them in preparing their students for the NYS Tests.

After reviewing the NYSESLAT data, the patterns reveal that:

- Speaking is in line with general abilities for the majority of the intermediated and advanced students. It is the Reading and Writings kills that our holding our students back from the proficiency level. This is especially the case in the goal for this year is to increase proficiency levels of reading and writing among all ELLS. Our ELLs need help and support for all 4 modalities of language in the following order; Writing, Reading, Speaking and Listening. The school Leadership is using this data to target students according to their needs by providing and fostering Extended Day Classes, After School, Saturday Academies etc. Spanish is used as support for our 90 % of students as we have bilingual teachers and staff.

Additional Information

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

Part VI: LAP Assurances

School Name: <u>Courtland School</u>		School DBN: <u>X001</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jorge Perdomo	Principal		1/1/01
C. Rahynes	Assistant Principal		1/1/01
A. Arroyo	Parent Coordinator		1/1/01
A. Nunez	ESL Teacher		1/1/01
	Parent		1/1/01
Ms. Valentin	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
R. Herrera	Coach		1/1/01
	Coach		1/1/01
E. Hernandez	Guidance Counselor		1/1/01
D. Filgelson	Network Leader		1/1/01
Ms. Bez	Other <u>Service Provider</u>		1/1/01
N. Valenzuela	Other <u>Bil. Coordinator</u>		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: x001 School Name: Courtlandt

Cluster: Amundsen, C Network: 003

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

Part A: Needs Assessment Findings

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

Home Language Identification Surveys and parent teacher conferences are used to determine what translation services are needed. According to the HLIS, almost 90% of the families speak Spanish, 1 family speaks Chinese, 2 families speak Arabic-French, and 4 families speak African languages.

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

In addition:

a) Parents receive a copy of the Bill of Rights and Responsibilities.

b) Languages available in translation are posted in the guidance counselor's office, in the main office and at the entrance of the building.

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

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

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

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

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: PS 1- The Courtlandt School	DBN: 07X001
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 checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served:
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: 12
of certified ESL/Bilingual teachers: 9
of content area teachers: 3

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 Title 3 supplemental instructional program will seek to raise achievement for all of our English Language Learners from beginning to advanced levels of proficiency. Our teachers will work with students in small groups in order to provide targeted instruction that focuses on improving their listening, speaking, reading, and writing abilities across the grades and content areas. Each student will be immersed in instruction that focuses on improving the students' linguistic ability by engaging the students in authentic literature, facilitating high level questioning and conversation, explicitly learning vocabulary in context, and by targeting specific skills and strategies that raise their level of comprehension in a variety of academic areas. Teachers will utilize Bloom's taxonomy on a consistent basis in order to raise the level of rigor within the classes, beginning with knowledge, comprehension, and application, while moving toward analysis, synthesis, and application as they progress.

We will provide our ESL and Bilingual students during the afterschool and on Saturdays. We will aim to serve classes serving heterogeneously grouped bilingual/ESL students (Beginning to Advanced) from grades 2-5. This program will serve approximately 135 students. Some of the students we will be serving also have Individualized Education Plans. Classes will be held on Tuesday, Wednesday, and Thursday afterschool from 3:15-5:15 and on Saturdays from 9:00 to 12:00. Each class will have a ratio of approximately 15 students to 1 teacher, with classes being held after school, as well as a Saturday Academy from October of 2012 until May of 2013. Students in our bilingual programs will be instructed by 6 certified bilingual teachers while our ESL students will be receiving instruction from 3 ESL certified individuals. Instruction will be provided with a focus on building academic language. These classes will seek to increase the students' level of understanding and passion for learning while simultaneously preparing all students to gain proficiency on the NYSESLAT. Students will be using authentic literature, content area science and Social Studies reading kits, Smart board lessons, Web based instructional programs such as iReady and Accelerated Reader, interventions such as Great Leaps and The Wilson Reading Program, and every student will participate in project based learning where students will research topics, create products in the form of magazine articles or Power Point presentations, and present the material orally and through the use of technology. Our school will provide teachers with laptops, Smart boards, and iPads and access to the Internet in order to facilitate their learning and provide opportunities to develop 21st century skills. Instruction will address listening, speaking, reading and writing across the content areas.

Students who are in our bilingual classes will be instructed in both Spanish and English as per their levels of proficiency. The percentage of Spanish instruction will then decrease over the course of the year. Students receiving ESL instruction will be taught in English using ESL methodologies.

Part B: Direct Instruction Supplemental Program Information

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:

Our teachers will receive professional development that seeks to broaden their instructional approaches in order to meet the needs of the English Language Learners while raising the level of achievement and academic rigor. At the time of this report, PS 1 has 219 English Language Learners who are in our Bilingual classes or who are receiving services from our ESL teachers. There are a significant number of English Language Learners in our school. It is crucial for teachers to be provided with specific instructional approaches and professional development around scaffolding strategies, the enhancement of academic and oral language, improving the quality of conversations and in strengthening the students' writing in all three core genres, narrative, persuasive, and informational, and in reading comprehension. With the support of this targeted professional development, we seek to significantly increase the number of students reaching proficiency on the NYSESLAT and in reaching and exceeding grade level standards on the New York State Exams. Furthermore, we seek to focus professional development on enhancing the level of questioning in the classrooms and utilizing Blooms' Taxonomy in order to heighten the conversation and student outputs on a consistent basis.

Within this program, we will be training all of our Bilingual and ESL teachers, as well as opening up the trainings to general education teachers, especially since many of our general education teachers also serve our English Language Learners on a daily basis within their classrooms. Using a study group format, these teachers will be trained on building academic language, ESL methodologies, Bloom's Taxonomy, targeted interventions, and in the Common Core Learning Standards with a focus on vocabulary.

We will have 3 cycles of training over the course of the school year. Within each cycles will be have approximately 5-8 sessions of professional development. These sessions will address questioning techniques and oral language development. We will also have a monthly, before school study group on ESL methodologies and teaching reading to English Language Learners beginning on November 7th. Furthermore, we will be training our afterschool staff on the implementation of content based science/S.S. kits and in providing academic interventions using iReady and Accelerated Reader.

We will have instructional support from our Network, Children's First, who will provide after school professional development as well as support during the school day through classroom visits and workshops, consultants, and instructional coaches. The instructional team, including the administrative team of PS 1, mentors, and coaches, will also provide support via before school using the study group format, after school workshops, and during regular school hours in lab sites during the week and after

Part C: Professional Development

school where teachers are visiting classrooms, observing instruction and reflecting on the teaching practices observed. These programs began in September of 2012 and will continue until May of 2013.

Part D: Parental Engagement Activities

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

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

Begin description here:

Parent involvement in the school and the consistent participation in their child's progress is vital to each student's educational development. We at PS 1 seek to involve the parents in every facet of the child's education, from strategies involving character development, social growth, academic achievement and goal setting. We encourage parents to play an active role in monitoring the child's gains through the use of school data, teacher meetings, and in developing an understanding of effective teaching practices to utilize at home. We also promote the use of reading logs to encourage reading on a daily basis, web based academic programs such as iReady that can be accessed at home, and we encourage parents to visit the classrooms and school auditorium to participate in publishing parties, musical and artistic performances, as well as instructional programs offered to parents at PS 1.

We will have ongoing workshops and one parent orientation meeting per month. Parent meetings will take place during school hours as well as after school. These meetings will address understanding student data where parents will become familiar with ARIS and iReady data reports in order to gain familiarity with the documents and the ways they help in understanding their child's strengths and areas of need. Furthermore, we are offering second language workshops with a focus on English language instruction and working towards a GED. We make use of technology and provide support with computer access in the school library and Parent Office, where parents can also access Rosetta Stone. One workshop taking place in March of 2013 will have a focus on the NYSESLAT. This workshop will help parents understand NYSESLAT testing and the ways that parents can support their child's growth and development in order to gain proficiency on the exam in the spring of 2013. Finally, we will be holding cultural events where parents will celebrate their cultural background by providing food and events reflecting the various ethnicities and cultures within PS 1.

The workshops will be provided by the administrative team, the bilingual and ESL teachers, and the Parent Coordinator with support from the Network in planning and facilitating these events in order to increase the level of parent involvement amongst the ELL population.

Letters will be sent home in the child's home language as well as English in order to improve communication. Our parent coordinator will also be able to communicate these events in Spanish during school parent meetings and in the Parent Office. She will also create phone masters to send mass messages to families in their native language. Finally, signs will be posted around the school in multiple languages to communicate upcoming events. We will also make information available to parents through the school website as well as sending home monthly newsletters and calenders to our parent community.

Part D: Parental Engagement Activities

Through this effort we at PS 1 seek to bridge the gap between the school community and families in order to create a strong partnership in order to promote and ensure academic excellence and to foster passionate learners throughout the school.

Part E: Budget

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

Allocation Amount: \$

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