



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** PUBLIC SCHOOL 1 – THE BERGEN SCHOOL

**DBN (i.e. 01M001):** 15K001

**Principal:** MS. JENNIFER EUSANIO

**Principal Email:** JEUSANIO@SCHOOLS.NYC.GOV

**Superintendent:** MS. ANITA SKOP

**Network Leader:** MR. NEAL OPROMALLA

## School Leadership Team (SLT) Signature Page

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

### Directions:

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

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

\*\*Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### **All Schools**

Indicate using an "X" in the box to the left of each section that the section has been completed	
<b>X</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>X</b>	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
<b>X</b>	<b>Academic Intervention Services (AIS)</b>
<b>X</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>X</b>	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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

### Annual Goal #1

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

**By June 2014, Grades 3-5 teachers will implement a Common Core aligned instructional program in math to support an increase student of performing at Levels 3 and 4 by 7% on the State Math assessment.**

### Comprehensive Needs Assessment

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

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

Performance Trends based on the results on 2013 NYS Mathematics Exam

All Students:

- The percentage of students reaching level 3 and above in grades 3-5 in the 2013 NYS Math was 21.9% with an overall mean scale score of 295.
- 18.8% of our current 4th graders achieved Level 3 or 4 on the 2013 NYS Math Exam with a grade wide mean scale score of 292.
- 27.2% of our current 5th graders achieved Level 3 or 4 on the 2013 NYS Math Exam with a grade wide mean scale score of 294.

ELLs

- The percentage of ELLs reaching level 3 and above in grades 3-5 in the 2013 NYS Math was 7.4% with an overall mean scale score of 278.
- 10% of our current 4th grade ELLs achieved Level 3 or 4 on the 2013 NYS Math Exam with a grade wide mean scale score of 284.
- 6.3% of our current 5th grade ELLs achieved Level 3 or 4 on the 2013 NYS Math Exam with a grade wide mean scale score of 270.

SWDs

- The percentage of SWDs reaching level 3 and above in grades 3-5 in the 2013 NYS Math was 5.6% with an overall mean scale score of 276.
- 10.7% of our current 4th grade SWDs achieved Level 3 or 4 on the 2013 NYS Math Exam with a grade wide mean scale score of 275.
- 5.7% of our current 5th grade SWDs achieved Level 3 or 4 on the 2013 NYS Math Exam with a grade wide mean scale

### Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### A. Strategies/activities that encompass the needs of identified subgroups

1. **Teacher Training Opportunities:** Teachers will be trained on the Go Math program throughout the year using a math consultant and through the formation of math leaders across grades. Math leaders will attend workshops on the program and share information with the teachers through faculty meetings and common preps. The math consultant will also provide professional development via group and 1:1 opportunities. The math leaders will work on the school math committee to form revise and create scaffolds and additional materials needed to support the Go Math program. The data specialist will provide support in math by providing the administration and teachers with spreadsheets and reports to be used for instructional planning and professional development.
2. **Parent workshops:** The math consultant and math teacher leaders will conduct monthly workshops to support the Go Math program. Parents will be given an opportunity to overview the program and will be provided tools to support their children at home.
3. **Number Talks:** K-5 teachers will continue to learn about conducting Number Talks to develop math fluency and reasoning as per Instructional Shifts # 1, 3 and 4 and the Common Core Learning Standards in Math. The Math Consultant will conduct professional development on this method, with a particular focus on questioning and discussion, during monthly math faculty conferences and weekly math team meetings with teachers throughout the year. Teachers will implement a math talk time period at least 3x a week within their schedules. Teachers will review their formative data during meetings and planning periods to determine what types of math talks would be useful and which skills to address. Number Talks will occur throughout the year.
4. **Instructional Rounds/Learning Walks:** Teachers will engage in multiple opportunities to practice the art of observation to provide peer and grade support within and across grades. Teachers will establish protocols to conduct learning walks and use a template to gather low inference observations in Math. The group will meet as a whole to discuss actionable steps to improve instructional practices.

#### B. Key personnel and other resources used to implement each strategy/activity

<ol style="list-style-type: none"> <li>1. This activity will require the assistant principal of Math, a Math Consultant from K-5 Math Resources, K-5 Math Committee Teachers, and a Data Specialist.</li> <li>2. This activity will require classroom teachers, a bilingual parent coordinator, a bilingual family worker, a Math Consultant from K-5 Math Resources.</li> <li>3. This activity will require a Math consultant from K-5 Math Resources, and K-5 teachers.</li> <li>4. This activity will require a Math consultant from K-5 Math Resources, and K-5 teachers.</li> </ol>
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
<ol style="list-style-type: none"> <li>1. School performance tasks (Fall and Spring) and Go Math Formative Assessments 3x/year (Baseline, Midyear and End of year exams) will be administered and reviewed by teachers and the administration.</li> <li>2. At the end of parent workshops, Parent Surveys will be provided to evaluate the effectiveness.</li> <li>3. School performance tasks (Fall and Spring), Go Math Formative Assessments 3x/year (Baseline, Midyear and End of year exams), and math journals(reviewed weekly) will be administered and reviewed by teachers and the administration.</li> <li>4. Danielson observations in Math will be conducted every month by the administration. Observations of math will be reviewed each month during cabinet meetings.</li> </ol>
<b>D. Timeline for implementation and completion including start and end dates</b>
<ol style="list-style-type: none"> <li>1. Activity will be ongoing from September 2013-June 2014.</li> <li>2. Activity will be ongoing from December 2013 – May 2014.</li> <li>3. Activity will be ongoing from September 2013-June 2014.</li> <li>4. Activity will be ongoing from September 2013-June 2014.</li> </ol>
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
<ol style="list-style-type: none"> <li>1. Go Math materials such as teacher guides, student textbooks and workbooks will be purchased from Houghton Mifflin Harcourt. For teacher training opportunities, per diem substitute teachers will be used (16 days) and per session will be provided over for summer training for teachers and assistant principals(152 hours for teachers and 30 hours for assistant principals). The services of a Math Consultant will be used. Per session will be used for Math Committee meetings (216 hours).</li> <li>2. For parent workshops, we will obtain the services of a math consultant and the use of open periods will be provided for teachers to conduct workshops. We will obtain extra Go Math materials for Parent Lending Library and workshops.</li> <li>3. For Math Talks, we will obtain the services of a math consultant to provide professional support for teachers.</li> <li>4. For this activity, we will need per diem substitute teachers (48 days).</li> </ol>

**Strategies to Increase Parental Involvement**

<p>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).</p> <ol style="list-style-type: none"> <li>1. Parent Workshops in Math, ongoing throughout the 2013-2014 year</li> <li>2. Parent Lending Library with Teachers Guides for parent usage, effective December 2013.</li> <li>3. Go Math Parent/Home School Newsletters, monthly</li> <li>4. Grade Newsletters with math section, each month</li> </ol>
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**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>	<b>X</b>	<b>Title IIA</b>	<b>X</b>	<b>Title III</b>	<b>X</b>	<b>Set Aside</b>		<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.											
<ul style="list-style-type: none"> <li>• School Supplement Program</li> <li>• TL Citywide Instructional Expectations</li> <li>• ARRA RTTT Data Specialist</li> </ul>											

**Goal and Action Plan #2**

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

**Annual Goal #2**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
<b>By June 2014, there will be a 7% increase in the percentage of grades 3-5 students performing at Levels 3 and 4 as measured by the NYS ELA assessment.</b>

**Comprehensive Needs Assessment**

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

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

Performance Trends based on the results on 2013 NYS ELA Exam (Grades 3-5)

Performance Trends based on the results of the Teachers College Reading and Writing Project assessment (Grades K-2)

Performance Trends based on the results of the Literacy Performance Task assessment (Grades K-2)

### ELA Overview

#### All Students:

The percentage of students reaching level 3 and above in grades 3-5 in the 2013 NYS ELA was 19.2% with an overall mean scale score of 296.

15.2% of our current 4th graders achieved Level 3 or 4 on the 2013 NYS ELA Exam with a grade wide mean scale score of 292.

14.8% of our current 5th graders achieved Level 3 or 4 on the 2013 NYS ELA Exam with a grade wide mean scale score of 292.

#### ELLs

- The percentage of ELLs reaching level 3 and above in grades 3-5 in the 2013 NYS ELA was .9% with an overall mean scale score of 273.
- 0% of our current 4th grade ELLs achieved Level 3 or 4 on the 2013 NYS ELA Exam with a grade wide mean scale score of 278.
- 0% of our current 5th grade ELLs achieved Level 3 or 4 on the 2013 NYS ELA Exam with a grade wide mean scale score of 261.

#### SWDs

- The percentage of SWDs reaching level 3 and above in grades 3-5 in the 2013 NYS ELA was 3.4% with an overall mean scale score of 275.
- 7.1% of our current 4th grade SWDs achieved Level 3 or 4 on the 2013 NYS ELA Exam with a grade wide mean scale score of 277.
- 0% of our current 5th grade SWDs achieved Level 3 or 4 on the 2013 NYS ELA Exam with a grade wide mean scale score of 273.

### TCRWP Overview

#### All Students

- The percentage of students reaching level 3 and above in grades K-2 in the May 2013 TCRWP assessment was 47.3%.
- 35% of our current 1st graders achieved Level 3 or 4 on the May 2013 TCRWP assessment.
- 56% of our current 2nd graders achieved Level 3 or 4 on the May 2013 TCRWP assessment.

#### ELLs

- The percentage of ELLs reaching level 3 and above in grades K-2 in the May 2013 TCRWP assessment was 28.7%.
- 23% of our current 1st grade ELLs achieved Level 3 or 4 on the May 2013 TCRWP assessment.
- 39% of our current 2nd grade ELLs achieved Level 3 or 4 on the May 2013 TCRWP assessment.

#### SWDs

- The percentage of SWDs reaching level 3 and above in grades K-2 in the May 2013 TCRWP assessment was 28.3%.
- 26% of our current 1st grade SWDs achieved Level 3 or 4 on the May 2013 TCRWP assessment.
- 41% of our current 2nd grade SWDs achieved Level 3 or 4 on the May 2013 TCRWP assessment.

### Literacy Performance Task Overview

#### All Students

- The percentage of students reaching level 3 and above in grades K-2 in the 2013 Literacy Performance Task assessment was 29.7%.

- 36% of our current 1st graders achieved Level 3 or 4 on the 2013 Literacy Performance Task assessment.
- 38% of our current 2nd graders achieved Level 3 or 4 on the 2013 Literacy Performance Task assessment.

#### ELLs

- The percentage of ELLs reaching level 3 and above in grades K-2 in the 2013 Literacy Performance Task assessment was 21.7%.
- 21% of our current 1st grade ELLs achieved Level 3 or 4 on the 2013 Literacy Performance Task assessment.
- 32% of our current 2nd grade ELLs achieved Level 3 or 4 on the 2013 Literacy Performance Task assessment.

#### SWDs

- The percentage of SWDs reaching level 3 and above in grades K-2 in the 2013 Literacy Performance Task assessment was 20%.
- 25% of our current 1st grade SWDs achieved Level 3 or 4 on the 2013 Literacy Performance Task assessment.
- 24% of our current 2nd grade SWDs achieved Level 3 or 4 on the 2013 Literacy Performance Task assessment.

### ***Instructional Strategies/Activities***

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

1. **Shared/Close Reading using Questioning and Discussion:** Teachers will implement a close reading structure with questioning and discussion techniques during the school day. Teacher teams will study the concept using professional readings such as *Text Complexity: Raising Rigor in Reading* by Douglas Fisher, Nancy Frey and Dianne Lapp. They will work on strategies that can be used and embedded in the Teacher College Curriculum to support close reading using questioning and discussion techniques. We will also obtained the services of the Teachers College Reading and Writing Project to provide professional development to groups of teachers on close reading with questioning and discussion techniques.
2. **Assessment Based Instruction:** Teachers will be using formative and summative data from Common Core aligned performance task assessments to determine and create plans for instruction for all students. Support for teachers will be provided by coaches, inquiry teams, data specialist and administration. Teachers will use school data to obtain and analyze trends in student data to form small group instruction based on student needs.
3. **Instructional Rounds/Learning Walks:** Teachers will engage in multiple opportunities to practice the art of observation to provide peer and grade support within and across grades. Teachers will establish protocols to conduct learning walks and use a template to gather low inference observations in ELA. The group will meet as a whole to discuss actionable steps to improve instructional practices.

#### **B. Key personnel and other resources used to implement each strategy/activity**

1. This activity will require Two Literacy Coaches (K-2, 3-5), Teachers College Reading and Writing Project Contract, Data Specialist, and 2 Assistant Principals.
2. This activity will require Two Literacy Coaches, Data Specialist, and 2 Assistant Principals.
3. This activity will require Two Literacy Coaches, Data Specialist, and 2 Assistant Principals.

#### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. The administration and teachers will review and monitor data from ELA Performance Tasks (Fall and Spring), TCRWP Assessments (4x/year), Writing On Demand Assessments (Pre-Post per unit of study)
2. The administration and teachers will review and monitor data from ELA Performance Tasks (Fall and Spring), TCRWP Assessments (4x/year), Writing On Demand Assessments (Pre-Post per unit of study).
3. Observations using the Danielson framework will be conducted in ELA every month.

#### **D. Timeline for implementation and completion including start and end dates**

1. Activities will be ongoing from September 2013-June 2014.
2. Activities will be ongoing from September 2013-June 2014.
3. Activities will be ongoing from September 2013-June 2014.

#### **E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Per Diem substitute teachers will be obtained to provide coverage for teachers for professional development (102 days). Cluster schedules will be adjusted to incorporate an inquiry reflection period attached to the monthly grade meetings. Monies for purchase of professional readings will be made available as well.
2. Per session will be provided for data collection and analysis (minimum of 42 hours)
3. Monies will be set aside for professional and instructional resources such as copies of the Charlotte Danielson books and handbooks. Per diem substitute teachers will

be obtained to cover teachers. (48 days)

***Strategies to Increase Parental Involvement***

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

1. Parent workshops will be provided throughout the year in ELA from 2013-2014.
2. Parent Lending Library with ELA materials, Effective September 2013.
3. ARIS workshops on ParentLink 3x/year.

### Goal and Action Plan #3

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

#### Annual Goal #3

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

By June 2014, the percentage of all tested students who have been identified as students with disabilities and English Language Learners (inclusive of the lowest performing third) will demonstrate a 10% increase in progress from Level 1 to 2 as measured by the 2014 NYS ELA assessment.

#### Comprehensive Needs Assessment

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

This data represents our ELA data from 2012-13. It reflects the progress students made using pre and post assessment data, and gains on the 2013 State ELA based on the Progress Report.

#### Teachers College Running Records

ELLs: The average percentage of students in Grades 1-5 who made progress: 15.6%

Students with Disabilities: The average percentage of students in Grades 1-5 who made progress: 13.6%

#### Literacy Performance Tasks

ELLs: The average percentage of student in Grades K-5 who made progress: 17.8%

Students with Disabilities: The average percentage of student who made progress: 20%

#### 2012-13 Progress Report Data

Student Performance:

The total percentage of students attaining levels 3 or 4 on the 2013 State ELA: 18.6%

The total percentage of students attaining levels 3 or 4 on the 2013 State ELA in Grade 4: 14.9%

The total percentage of student attaining levels 3 or 4 on the 2013 State ELA in Grade 5: 14.5%

The average student score in Grades 3-5 in ELA: 2.40

The range of student scores in the Lowest Third of the school in ELA: 1.39 – 1.9

Student Progress:

The median adjusted growth percentile in the Lowest Third category was 78.0.

The early grade progress measure in ELA is 1.94. It decreased by 0.06 based on the 2011-12 Progress Report.

Additional credit was given in ELA as follows:

Percentage in 75<sup>th</sup> growth percentile, ELA for Self Contained/ICT and Setss students: 59.7%

Percentage in 75<sup>th</sup> growth percentile, ELA, ELL students: 51.3%

Percentage in 75<sup>th</sup> growth percentile, ELA, Lowest Third Citywide: 58.6%

Percentage in 75<sup>th</sup> growth percentile, ELA, Lowest Third, Black/Hispanic Males: 56.1%

Least Restrictive Environment: 0.26

English Language Learner Progress: 62.7%

**This data reflects that slightly more than half of our struggling students are making progress but not a significant amount of them.**

#### Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### A. Strategies/activities that encompass the needs of identified subgroups

1. **Reading Intervention:** We will obtain the services of a full time Reading Teacher to provide Tier 2 and 3 interventions to at risk students in ELA. Students will be chosen based on

- formative data provided by teachers, screened and placed appropriately in groups. Students will receive targeted instruction in fluency and comprehension.
- Co teaching Model:** We will continue to implement and enhance our Co teaching Initiative this year. We have expanded our program to assure that the majority of related services are provided in the classroom setting. To support this initiative we have obtained the services of a consultant from Goldmansour and Rutherford. The vendor will provide a consultant who will work with targeted classes within cycles to support the teacher teams with planning, building trusting relationships and ways to support all learners within the classroom. We will hire substitute teachers to provide coverage for teams in need of time for co-planning.
  - Tier 2 programming** – Several before and after school programs will be created to support our subgroups (bottom 1/3, English Language Learners and Students with Disabilities). Programs will be targeted based on needs of subgroups in ELA. Programs will include students who did not attend Summer School 2013 and received a Level 1 or 2. They will include all ELL students, including newcomers, bottom 1/3 students and Students with Disabilities.
  - Parent Meeting/workshops** – We will hold a parent meeting and workshops to support parents on how to assist their children who have received Level 1 and 2 on the State ELA 2013 exam, at home.

**B. Key personnel and other resources used to implement each strategy/activity**

- This activity will require a part time Reading teacher for grades 3-5.
- This activity will require selected related service providers and classroom teachers to be trained by Goldmansour and Rutherford.
- These activities will require licensed teachers to provide academic intervention services.
- This activity will require licensed teachers, two literacy coaches, a bilingual parent coordinator and bilingual family worker.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

- We will monitor student progress every 4-6 weeks as based on universal screeners and running record data from Fountas and Pinnell.
- We will monitor student progress using the reading and assessments such as the Teachers College Reading Assessment, Performance task data and On Demand Writing Assessments, minimally, 3x/year.
- These activities will require pre and post assessment data to be analyzed at the beginning and end of each program.
- We will conduct a parent evaluation survey at the end of each meeting or workshop.

**D. Timeline for implementation and completion including start and end dates**

- Cycles will take place every 4-6 weeks. Overall intervention will take place from September 2013-June 2014.
- These activities will be ongoing daily from September 2013-June 2014.
- These activities will begin late October 2013 and end March 2014.
- These activities will be ongoing from September 2013-June 2014.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

- One full time reading teacher will be hired. She will target struggling students in Grades 3-5.
- A service contract with Goldmansour and Rutherford will be obtained for 10 days. Per diem monies for substitute teachers will be obtained for coverage of classroom teachers.
- Per session details for each program are as follows: Title 3 Immigrant Program – 4 teachers (16 sessions) , Title I program – 6 teachers (20 sessions), Tier 2 program (21 sessions) – 3 teachers, Robinhood program – 2 teachers and 1 paraprofessional (10 sessions), ELA/Math test preparation program – 10 teachers (20 sessions), Title III After school program – 10 teachers (20 sessions)
- Per session monies will be given for 1 parent meeting. (2 hours per teacher) Coaches will readjust their schedules to incorporate parent workshops.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Parent workshops will be provided throughout the year in ELA from 2013-2014.
- Parent Lending Library with ELA materials, Effective September 2013.
- ARIS workshops on ParentLink 3x/year.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	X	Title IIA	X	Title III	X	Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

- TL Robinhood
- TL ELA/Math Support
- Title III Immigrant

### Goal and Action Plan #4

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

#### **Annual Goal #4**

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

**By June 2014, the rate of infractions will decrease by 7% as a result of implementing a Positive Behavior Intervention Support program.**

#### **Comprehensive Needs Assessment**

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

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

- 2012-2013 school year data shows a total of 104 incidents ranging from Level 1 to Level 5.
- 2012-2013 school data shows a total of 167 accidents.
- 2012-2013 school year data shows a total of 25 suspensions (principal and superintendent)

Based on October 2012 BEDS attendance data, we had a total of 1289 students PreK-5.

#### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

##### **A. Strategies/activities that encompass the needs of identified subgroups**

1. Positive Behavior Intervention Support (PBIS) Committee: A committee of 10 teachers and one supervisor will meet once a month to further develop, monitor and revise the "P.S. 1 R.O.C.K.S." initiative. The group will research, discuss and turnkey PBIS best practices within the building and develop positive solutions to support teachers with students who have repeated infractions. School wide activities such as assemblies and student monthly messages will be included.
2. Sustainability program: We will develop a program that will reduce waste and improve behavior in the cafeteria. The sustainability coordinator will develop a group to act as monitors and develop new structures within the cafeteria to improve the conditions. Signs and posters with logos will be posted as well.
3. Parent Involvement: We will conduct PBIS related meetings with parents to present strategies they can use to reinforce the program at home. Other topics such as bullying and Respect for All workshops will also be provided by the parent coordinator.
4. Kids in the Game - We will obtain the services of Kids in the Game. They will provide resources for the lunch periods to conduct physical education activities during our lunch periods. The students will learn leadership and teamwork skills through these interactive activities. We will obtain their services three times a week.

##### **B. Key personnel and other resources used to implement each strategy/activity**

1. This activity will require the support of Assistant Principals, PBIS teachers, 2 guidance counselors.
2. This activity will require the support of Assistant Principal in charge of Sustainability.
3. This activity will require the support of 1 Assistant Principal in charge of PBIS, Parent coordinator, family worker, and 2 guidance counselors.
4. This activity will require the support of 2 Assistant principals, 2 guidance counselors, Kids in the Game contract.

##### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. We will conduct monthly informal observations from PBIS members, teacher surveys – 3x/year, student surveys – 3x/year, and review the number of OORS reports/incidents per month and levels of infractions to be reviewed by Crises Committee each month
2. We will administer student surveys 3x/year.
3. We will administer parent surveys at the end of workshops.
4. We will administer student surveys 3x/year, and review the number of OORS reports/incidents per month to be reviewed by Crises Committee each month.

**D. Timeline for implementation and completion including start and end dates**

1. This activity will start September 2013-June 2014 and occur 2x/month.
2. This activity will be ongoing from September 2013-June 2014.
3. Two parent workshops be conducted on October 10, 2013 and November 21, 2013.
4. This activity will occur on Wednesdays, Thursdays and Fridays starting November 6, 2013 and ending on May 9, 2014.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Per session will be provided for 8 teachers, 2 guidance counselors and 1 assistant principal (14 sessions).
2. This activity will occur during the school day and will require 1 assistant principal of sustainability.
3. These activities will occur during the day. Monies will be allocated for parent resources.
4. These activities will occur during the day. Monies will be allocated for the Kids in the Game contract and equipment such as balls, jumping ropes, hula hoops and other outdoor games.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

1. PBIS workshops for parents, 2x/year.
2. Parent pamphlets about PBIS with translated versions available in different languages, as per assessment conducted by Language Access Coordinator.
3. Parent Leaders – parents will be invited to participate in class daily and assist students and teachers with building community.
4. Monthly Fabulous Friday events – teachers will invite parents each month to participate in planned classroom events during the last Friday of every month from 9:00am-10:00am, Grades 1-5 and from 1:45pm-2:45pm with Kindergarten. Pre Kindergarten Fabulaous Fridays will be the third Friday of every month from 1:20pm to 2:20pm.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>	<b>Title IIA</b>	<b>Title III</b>	<b>Set Aside</b>	<b>X</b>	<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

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**Goal and Action Plan #5**

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

**Annual Goal #5**

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

**Comprehensive Needs Assessment**

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

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

- 1.

**B. Key personnel and other resources used to implement each strategy/activity**

- 1.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

- 1.

**D. Timeline for implementation and completion including start and end dates**

- 1.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1.

***Strategies to Increase Parental Involvement***

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

***Budget and Resource Alignment***

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.											

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

**Description**

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	<p>Tier 1</p> <ol style="list-style-type: none"> <li>1. Teachers College Workshop Model</li> <li>2. Words Their Way</li> <li>3. Foundations</li> <li>4. Wilson</li> <li>5. Shared Reading</li> <li>6. Interactive Writing</li> <li>7. Vocabulary work</li> <li>8. Close Reading</li> <li>9. Guided Reading and Strategy groups</li> </ol> <p>Tier 2</p> <ol style="list-style-type: none"> <li>1. AIS Intervention Program with Reading Teachers or Setss providers</li> <li>2. Extended Day</li> <li>3. Title 3 Immigrant Program grades k-1</li> <li>4. Tier 2 After School Program grades 3-5</li> <li>5. No Summer School After School Program grades 4-5</li> <li>6. Test prep After School Program grades 3-5</li> <li>7. Title 3 ELL program grades 2-5</li> <li>8. At Risk ESL</li> </ol>	<p>All Tier 1 services are conducted via whole group and small group instruction.</p> <p>All Tier 2 services are provided via small group.</p> <p>All Tier 3 services are provided to individual students, no more than 2 students at a time.</p>	<p>All Tier 1 services are provided during the day.</p> <p>Tier 2 services are provided before, during and after school. Specifically, before school would occur in extended day programming. During the school day, these services would be provided by reading teachers and ESL or Setss personnel pushing in or pulling out of groups. After school would be specialized programming.</p> <p>Tier 3 services are provided during the day.</p>

	<p>Tier 3</p> <ol style="list-style-type: none"> <li>1. Reading Recovery</li> <li>2. At Risk Setss</li> </ol>		
<b>Mathematics</b>	<p>Tier 1</p> <ol style="list-style-type: none"> <li>1. Go Math Instructional Program</li> <li>2. NumberTalks</li> <li>3. Rekenrek</li> <li>4. Journal Tasks</li> <li>5. Grab and Go</li> </ol> <p>Tier 2</p> <ol style="list-style-type: none"> <li>1. Tier 2 After School Program grades 3-5</li> <li>2. No Summer School After School Program grades 4-5</li> <li>3. Test prep After School Program grades 3-5</li> <li>4. At Risk SETSS for Math</li> <li>5. Extended Day</li> </ol> <p>Tier 3</p> <p>At Risk Math(1:1) (as needed)</p>	<p>All Tier 1 services are conducted via whole group and small group instruction.</p> <p>All Tier 2 services are provided via small group.</p> <p>All Tier 3 services are provided to individual students, no more than 2 students at a time.</p>	<p>All Tier 1 services are provided during the day.</p> <p>Tier 2 services are provided before, during and after school. Specifically, before school would occur in extended day programming. During the school day, these services would be would reading teachers and ESL or Setss personnel pushing in or pulling out of groups. After school would be specialized programming.</p> <p>Tier 3 services are provided during the day.</p>
<b>Science</b>	<p>Tier 1</p> <ol style="list-style-type: none"> <li>1. Shared/Close Reading in Science</li> <li>2. Interactive Writing in Science</li> <li>3. Science Vocabulary Building Activities</li> </ol>	<p>All Tier 1 services are conducted via whole group and small group instruction.</p> <p>All Tier 2 services are provided via small group.</p> <p>All Tier 3 services are provided to</p>	<p>All services are provided during the day.</p>

	<p>4. Inquiry thru Experiments</p> <p>5. Science Journal Writing</p> <p>Tier 2</p> <p>Small group instruction (based on content area needs)</p> <p>Tier 3</p> <p>Small group instruction (based on content area needs)</p>	<p>individual students, no more than 2 students at a time.</p>	
<p><b>Social Studies</b></p>	<p>Tier 1</p> <p>1. Shared Reading in Social Studies</p> <p>2. Close Reading in Social Studies</p> <p>3. Interactive Writing in Social Studies</p> <p>4. Theme based units of study in Social Studies</p> <p>Tier 2</p> <p>1. Small group instruction (based on content area needs)</p> <p>Tier 3</p> <p>1. At Risk Social Studies (1:1) (based on content area needs)</p>	<p>All Tier 1 services are conducted via whole group and small group instruction.</p> <p>All Tier 2 services are provided via small group.</p> <p>All Tier 3 services are provided to individual students, no more than 2 students at a time.</p>	<p>All services are provided during the day.</p>

<p><b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b></p>	<p>Tier 1</p> <ol style="list-style-type: none"> <li>1. Positive Behavioral Interventions Support (PBIS)</li> <li>2. Preparation for Middle School (trips to schools, etc)</li> <li>3. Community Service</li> </ol> <p>Tier 2</p> <ol style="list-style-type: none"> <li>1. At Risk Group Counseling (Guidance)</li> <li>2. SAVE Program</li> <li>3. Behavior Contracts and short term progress reports</li> <li>4. Guidance Conferences</li> <li>5. Behavior Intervention Plans</li> <li>6. Community Services (based on infraction)</li> </ol> <p>Tier 3</p> <ol style="list-style-type: none"> <li>1. At Risk Individual Counseling(1:1 with SAT member)</li> <li>2. Let’s Talk About it Program</li> <li>3. SAVE Program</li> <li>4. Community Based Organization Referrals</li> </ol>	<p>Tier 1 services are school wide.</p> <p>All Tier 2 services are provided via small group.</p> <p>All Tier 3 services are provided to individual students, no more than 2 students at a time.</p>	<p>All services are provided during the day.</p>
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**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed\*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

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

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

To ensure that current staff members become highly qualified, each year we conduct a survey using the Basic Education Data System (BEDS). The BEDS survey is used to determine whether a teacher is considered Highly Qualified within their current assignment. If a teacher is not Highly Qualified based on lack of college credits, efforts are made by the principal to meet with each teacher and develop a plan to help the teacher. Should college credits be needed to meet the requirement, the school uses Title I SWP 5% monies to pay for a portion of the teacher's college courses. New Teachers who

are not considered highly qualified are provided a mentor to promote growth and development to improve student learning. With a minimum of 2 meetings per week, there will be support in the areas of planning instruction and content knowledge.

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

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

Additionally, to maintain a highly qualified staff:

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

### **High Quality and Ongoing Professional Development**

In order for all students to meet the Common Core Learning Standards (CCLS) the following high quality strategies and activities are being put into place for the staff's professional development through our Network – CFN 409, Teacher's College, Office of English Language Learners, K-5 Math Resources Consultant, Goldmansour and Rutherford, and intra-school professional development:

- Network Support – CFN 409

The network, CFN 409, provides bimonthly Principals and Assistant Principal professional development workshops on the research-based Danielson Framework for Teaching, Common Core Learning Standards (CCLS), How to Analyze Data to Inform Practice, and understanding and putting structures in place for the Quality Review to support student achievement.

In working to support teachers, we offer on-going professional development through the support of our network. CFN 409 has a series of workshops that meet monthly to support teachers as they work towards getting our students to meet the demands of the CCLS. These two workshops series are specifically geared towards teachers who work with English Language Learners (ELL) students. One group is tailored towards teachers who are new or new to teaching ELLs. The other groups deal with the challenges ESL, Bilingual and Dual Language teachers face. The CFN will also work with on analyzing data to inform practice, set-up intervisitation opportunities for self-contained and ICT teachers in order to observe best practices. Teachers who partake in this professional development opportunity will attend sessions throughout the school year and turnkey this information to the entire staff.

- Teacher College Staff Development at PS 1

Two Teacher's College staff developers, one of which is an ELL specialist, will facilitate on-going study groups within our building. These groups have been arranged as three, 90 minutes sessions to support teachers in developing deeper thinking and conversation around complex texts while considering the needs of ELLs. In grades K-5, teachers with high numbers of ELL students will partake in a study group cycle that provides opportunities for our teachers see best practices in action, reflect on their instructional practices, learn new methodology, and incorporate newly learned researched techniques as they relate to the needs of our English Language Learners. Teachers who are not included in the study groups are given access to the notes and materials from the sessions. Additionally, they are encouraged to collaborate during their common planning periods to obtain more information. Literacy coaches participate in these study groups and are available upon request to support all staff members in integrating new methodologies.

- Office of English Language Learners (OELL)

Our school has put together a skilled team of specialists to partake in a series of workshops that relate specifically to Response to Intervention (RtI) for ELLs. This core group, who are members of a larger RtI team will bring back key ideas, practices and strategies that we need to consider when meeting the needs of our ELL students. Each RtI team member will then provide feedback, support and guidance to teachers who are struggling to meet the needs of our ELL students.

In order to take advantage of every opportunity to support teachers who are working with our ELL population, teachers are also offered to attend a variety of workshops provided by OELLs they feel will support their students. These topics related to meeting the needs of ELL students while working towards meeting the demands of the CCLS.

- Intra-school Professional Development

Ongoing professional development tailored to the needs of our students and teachers will be provided within the ESL and TBE meetings. An additional monthly common prep period for Bilingual, ESL, Self Contained Special Education and ICT teachers is being used for meetings and to discuss the specific needs of their populations as they work to meet the demands of the CCLS. They will also use this time to look across grade levels to better assess student language needs and reflect on trends so that they can plan in a more meaningful way. This vertical meeting also enables the team to pool resources, create materials that can be used as scaffolds across the grade levels based on students' level of language acquisition.

Teachers will also be part of lab-sites and collegial walks. This professional development opportunity enables best practices to be demonstrated for some of our new teachers or teachers newly assigned to ELLs, so they can both view quality ELL instruction as well as develop a relationship with a colleague who is a skilled in the area.

The Literacy Coaches will provide support in instructional practices to ESL, Bilingual, General and Special Education teachers in cycles. Support will be provided based on teacher need on a variety of topics including: setting language goals, structures and routines, planning small groups, inserting language structures within the components of balanced literacy, content area close reading study group, helping ELLs transition from one grade level to the next, and increasing rigor and vocabulary development with newcomers and SIFE students. In addition, a variety of voluntary workshops will be provided to support all staff members in learning techniques for serving our ELL population.

Teacher teams will study shared and close reading using questioning and discussion techniques using professional reading, such as, Text Complexity: Raising Rigor in Reading, by Douglas Fisher, Nancy Frey and Dianne Lapp. They will work on strategies that can be used and embedded in the Teacher College Curriculum to support close reading using questioning and discussion techniques. We will also obtained the services of the Teachers College Reading and Writing Project to provide professional development to groups of teachers on close reading with questioning and discussion techniques in order to be aligned to the CCLS.

We will continue to implement and enhance our Co-Teaching Initiative this year. We have expanded our program to assure that the majority of related services are provided in the classroom setting. To support this initiative we have obtained the services of Goldmansour and Rutherford. The vendor will provide a consultant who will work with targeted classes within cycles to support the teacher teams with planning, building trusting relationships and ways to support all learners within the classroom. We will hire a cluster teacher to provide coverage for teams in need of time for co-planning.

Teachers will implement assessment based instruction by using formative and summative data from Common Core aligned assessments to determine and create plans for instruction for at risk students, specifically the bottom third of their class. Support for teachers will be provided by coaches and administration. Teachers will use Google Docs to obtain and analyze student data to form small group instruction based on student needs.

Teachers will be engaged in multiple opportunities to practice the art of observation to provide peer and grade support within and across grades during instructional rounds and learning walks. Teachers will establish protocols to conduct learning walks and use a template to gather low inference observations in English Language Arts (ELA) and Math. The group will meet as a whole to discuss actionable steps to improve instructional practices.

Teachers will be trained on the Go Math! Program throughout the year using a math consultant and through the formation of math leaders across grades. Math leaders will attend workshops on the program and share information with the teachers through faculty meetings and common preps. The math consultant will also provide professional development via group and 1:1 opportunities. The math leaders will work on the school math committee to form, revise, and create scaffolds and additional materials needed to support the Go

## Math! Program.

Number Talks: K-5 teachers will learn about conducting Number Talks to develop math fluency and reasoning as per Math Instructional Shifts # 3 (Fluency) and 4 (Deep Understanding). The Math Consultant will conduct professional development on this method during monthly math faculty conferences and weekly math team meetings with teachers throughout the year. Teachers will implement a math talk time period at least 3x a week within their schedules. Teachers will review their formative data during meetings and planning periods to determine what types of math talks would be useful and which skills to address. Number Talks will occur throughout the year.

Teachers attend monthly Administrative and Faculty Professional Development that are driven by classroom observations using the research-based Danielson Framework for Teaching and the needs that are analyzed through the CCLS aligned MOSL and Task assessments. Unit planning will be embedded to support instructional coherency across the grade.

### **Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet **the intent and purpose** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

The following is a list of integrated Federal, State, and local programs that are used to meet the intent and purpose of programs whose funds are consolidated:

- Students with Temporary Housing – each student is allocated \$100 from Title I monies. These monies are used to purchase items based on student needs such as book bag with academic materials and supplies which can be used at home, (notebooks, math materials, reading materials, pencils, etc.)
- Community Based Organizations (Center for Family Life) – This program runs from 3:00pm – 5:45pm each day. Students receive homework help and are engaged in literacy based activities as well as learning through the arts and movement. The principal meets with the coordinator of the program via Beacon Advisory Council meetings and one to one, as needed. Efforts to connect the counselors who work with the students within the program and the school staff have been made through emails and CFL sponsored activities. Literacy coaches have provided the counselors with “Homework Help” tips and copies of units of study to support the CFL staff.
- Community Based Organizations (Salvation Army) - This program runs from 3:00pm – 6:00pm each day. Students receive homework help and are engaged in literacy based activities as well as learning through the arts and movement. The principal meets with the coordinator of the program via one to one meetings throughout the year where program progress is reviewed and school goals are shared.
- Universal Pre-Kindergarten - Teachers use the research based and clinically studied Work Sampling System (WSS) to create a portfolio of the student’s ongoing classwork, observe/confer, and complete a checklist in the Social Emotional, Language/Literacy, Mathematics, and Science domains every three months. They scrutinize this data to drive their instruction and formulate their small groups for them and their Educational Assistant to work with. They also use this data to refer our students for early intervention and work closely with our parents, social worker, SEITs, Speech, and other providers. The teachers follow the Creative Curriculum, use supplemental materials, and meet together weekly to create a real world hands-on approach to learning. Free in-house parent workshops are provided monthly by our Family Worker, Social Worker, Service Provider partners, as well as, Health Plus, and Cornell University for our parents. We also concentrate on our monthly theme units of study, health, students' special needs, and on nutrition.
- Special Education teachers will service those students identified with mandated Individual Education Plans.
- Health Plus – provides health and nutrition programs to support parents in healthy decision making
- Lutheran Health, Dental and Mental clinics which are located in our building to support our children and school community.
- Service Under Schools Initiative – the school will nominate a community liaison (family worker) who will coordinate activities between the school and community. The liaison will make partnerships with senior citizen centers, the Humane Society, hospitals and other organizations where our students conduct community service.
- Attendance Meetings - the Principal and guidance counselors track students’ attendance monthly and develop an intervention plan to improve student’s attendance. Parents are notified by phone when their child has been absent for the school day and or extended day using School Messenger.

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

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

**Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

A Measures of Student Learning (MOSL) committee was created in order to make decisions on the assessments teachers would be measured on as part of the Teacher Evaluation system to measure of student learning, specifically, the lowest third subgroup for the 2013-2014 school year. Literacy and Math Committees develop and implement CCLS aligned curriculum maps, assessments and align them to new assessment calendars. Assessments are reviewed by the team for quality assurance throughout the year. They are also our lead teachers in Math and Literacy who will create lab sites for teachers to develop best practices through the use of assessments to measure and promote student progress. The Instructional Cabinet, made up of the administrators and coaches, meet to discuss data and professional development to support teachers. P.S. 1 also has teacher mentors and buddy teachers to guide and support new teachers in analyzing assessments to formulate small groups that will improve their instruction. Data is also reviewed during administrative and faculty conferences.

**TA Schools Only**

**Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.

**TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required 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.

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**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, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school 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;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> 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;

Our school 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;

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

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

Public School 1 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children through a survey.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part B parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency students, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable, uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
- Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, thereby ensuring—
  - that parents play an integral role with assisting in their child's learning;
  - that parents are encouraged to be actively involved in their child's education;
  - that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
  - that parents carry out other activities as described in section 1118 of the ESEA.

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

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

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

1. Public School 1 will take the following actions to involve parents in the joint development of the District Parental Involvement Plan (contained in the RDCEP/DCEP Addendum) under Section 1112 – Local Education Agency Plans of the ESEA:
  - During our monthly executive board meetings and school leadership meetings, we will be informing members of new educational policies which have an effect on our students. We will make decisions on how to carry out these policies to meet the needs of our students.
2. Public School 1 will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:
  - P.S.1 has a PTA Committee, a School Leadership Committee and a Title 1 PAC Committee. We review and evaluate goals and objectives for the year and include them in our annual CEP.
3. Public School 1 will coordinate and integrate parental involvement through our by creating a lending library for students in Pre-K thru 5. This will be managed and organized by the Family Workers and Parent Coordinator. We will also have the following:
  - Individual parent meetings.
  - Monthly after school parent meetings are offered to the entire school community with a academic/social/emotional instructional focus.
  - Parental meetings on program choices for our ELL students (ESL staff, Bilingual staff included).
  - Extending childcare during our parent workshops.
  - Providing ESL classes after school with child care.
  - Provide workshops using ARIS Parent link to show parents how to use it to monitor their child's progress.
  - Monthly Fabulous Friday Program is open to all PreK-5 parents to develop a home school link.
  - Additional parental meetings specifically designed for parents with children in Special Education. Individual meeting times will be made available to parents upon request.
  - Parents will be informed of educational community activities that will support student learning (Ex. TC Parent Day, CBO activities)
  - PBIS (Positive Behavior Intervention Support) Workshop
  - Level 1 and Level 2 Parent Meetings for Grades 3-5
4. Public School 1 will conduct an annual evaluation at the end of May of the content and effectiveness of this parental involvement policy for improving the quality of its Title I Part A program. The evaluation will include identifying barriers that might interfere with the participation of parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation to design strategies for more effective parental involvement, and to revise, if necessary its parental involvement policies.
  - At the beginning of the year during the first PTA meeting we share with the parents what we have planned for the year and they contribute what they need in order to be more supportive.
  - An evaluation will be given at the end of each workshop for the purpose of reviewing quality of instruction. (Was it purposeful? Did we meet the needs of the parents?)
  - An evaluation will be conducted at the end of the year to determine from the attendance if there has been an increase in parental involvement.
  - An end of the year survey will be conducted to determine if we are meeting parent's needs.
  - Help identify strengths of parents in order to lead other parents in workshops and enrichment clusters with students.

5. Public School 1 will increase parental involvement in order to ensure an effective, supportive partnership with the school and the community. This will improve student academic achievement through the following activities:

- a. The school will provide assistance to parents in understanding topics such as the following:
  - The Common Core Standards;
  - The State's student academic achievement standards in reading , writing, and math;
  - The State and local academic assessments, Teachers College Assessments per grade, Wilson/Fundations, Go Math
  - Monitoring their child's progress, and continuing supporting them at home (Math Games, E-Book Science);
  - Understanding their child's IEP
- b. We will provide parental workshops given at the school level. Topics might include in each grade:
  - Literacy – Reading/Writing skills(K-5)/strategies Test Prep (grades 3-5)
  - Math – Go Math and Math games (K-5)
  - Word Work in all grades
  - Writing at home
  - Building study habits at home which include the Reading Log Contract
  - Reading with/for/by our children
  - Parenting Skills – to include routines at home and coping with behavioral challenges.
  - ARIS Parentlink- monitor students' progress
  - Strategies to support struggling students at home
  - Understanding types of learning disabilities, ways to support students through parent workshops.
  - Vocabulary activities to build academic language for English Language Learners
  - Parent Support group to discuss and provide support with parenting skills
  - PBIS Workshop to support academic and social behaviors.

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

- To teach parents how they can use technology to support their child's content learning.
- Our literacy coaches/math AUSSIE and teachers have agreed to provide workshops on their subject areas (by grade and subgroup – ELL/SWD) and to inform parents of their children's learning.
- We will provide training to help parents select books for their children in our school library and also include a trip to their local public library, as well as using our lending library.
- We will provide workshops to educate parents on how to understand IEP recommendations and goals.
- We will provide a lending library for all grades and books in different languages.
- We will conduct meetings on the Response to Intervention protocols and discuss ways they can help students who are Tier 2 and 3.

7. Public School 1 will educate its teachers, pupil services personnel, and other staff on how to reach out to communicate with and work with parents as equal partners.

- Provide workshops in literacy and math to build home school links.
- Inform parent of the events or workshops that will take place at PS 1 on a monthly calendar and School Messenger.
- Create and develop games in Literacy and Math appropriate for their grade.
- Parent teacher conferences are conducted twice a year.
- Provide monthly newsletters, monthly student progress reports and calendars to inform parents of school activities

- A Class Parent Program (Parent Leader is a parent from the class that volunteers his/her time) to build a home school connection and assure there is clear communication between classroom teachers and parents.

8. Public School 1 will coordinate and integrate parental involvement and activities for preschool youngsters and their parents. We will conduct and/or encourage participation in all activities.

- Our family workers, in collaboration with the parent coordinator, will maintain a lending library for grades Pre-K-5 including specific programs for our ELL/special needs population. The lending library will be opened, operated and maintained daily.
- Parent workshops will be provided to teach parents activities they can do with their child at home in order to support student learning.
- The Pre-K social worker will conduct parent workshops on child development.
- Our family workers will conduct parent workshops throughout the year.

9. Public School 1 will ensure that all information will be related to parents in their language to promote their understanding and comfort.

- All correspondence given to parents will be translated into Spanish and other languages as needed. Translation services will be provided for parents meetings and parent teacher conferences.
- Monthly calendars will be distributed informing parents of current events.
- Translation services are made available thru a telephone hotline and The Big Word (contracted DOE vendor)

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

Our school, 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 1<sup>st</sup> 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 with 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;

### **Public School 001 – School Parent Compact**

Public School 1 will:

Provide activities that will educate parents regarding the intellectual and developmental needs of their children. These activities will promote collaboration between the school and parents to furnish learning opportunities and disseminate information regarding parenting skills and child/adolescent development. Implement strategies to involve parents in the educational process, including:

- Keeping families informed of opportunities for involvement and encouraging participation in various programs (Intervention, Test Prep, Literacy and Math Workshops).
- Providing access to educational resources for parents and families to use with their children. (Test prep, book leveling, choosing Just Right Books developing reading and writing habits).
- Keeping families informed of the objectives of district educational programs as well as of their child's participation and progress within these programs: (e.g. Intervention, Assessment Data, Promotional Policies, Phase I, State Standards, and proper placements of Programs).

Enable families to participate in the education of their children through a variety of roles. For example family members may:

- Parents may volunteer their time in school events such as:
  - Class trips
  - Fund raising
  - Book Fairs
  - Fabulous Friday
  - Lending Library
  - School Mascot
  - Parent Leader (parent representative of the class)
- Provide professional development opportunities for teachers and staff to enhance their understanding of effective parent involvement strategies. (Parent/Teacher Conferences)
- Provide information in a language understandable to parents. (Translation Interpretation Allocation)

- Provide grade level learning objectives and goals to all parents. All students are expected to work toward mastering these objectives (e.g. workshops on literacy, Math, Science) within their grade. Parents need to know what is expected to meet promotional criteria. (Curriculum Week)
- Provide parents time to meet with all teachers on an appointment basis in order to familiarize parents with curriculum, assessment data and make parents aware of their children's proficiency levels.
- Develop a parent involvement program, which provides parents with educational materials. These materials will enable families to share reading and writing activities together at home.
- Build a partnership between parents and school by practicing "Open Door Policy".
- Provide ESL classes.
- Parents will be responsible for supporting their child's learning. They will monitor their use of video games and television. They will oversee the completion of their homework and help them with the corrections. They will read with their children every day.
- Parents will be responsible for providing their child with a healthy diet, regular yearly checkups (dental, visual, physical) and ensures their child receives medical treatment when needed (ex.: flu, lice treatments, etc.)
- Parents will provide the school with changes due to moving, family structure or illnesses, update address and phone numbers.
- Parents will keep up with the required immunizations.

## **Required School-Parent Compact Provisions**

### School Responsibilities

#### Public School 1 will:

- Provide a high quality curriculum and instruction in a supportive and effective learning environment that enables children to meet the State's student academic achievement standards as follows:
  - Continue working side by side with Teachers College and their staff developers.
  - Continue supporting our teachers by supplying materials and resources needed to deliver proper instruction.
  - Plan professional development using our school data indicating our students' needs.
  - Send staff to visit schools and Teachers College.
  - Provide time to plan with colleagues and create a learning community
  - Continue to provide special programs such as peer mediation and at risk counseling.
- Hold parent-teacher conferences to discuss their children's progress; *support home-school relationships and improve communication by:*
  - During the months of November and March, we will hold parent-teacher conferences.
  - We will hold Curriculum Week meetings. These meetings will be held for one whole week during the month of September allowing parents with two or more children to meet with each child's teacher.
  - We will have additional meetings with our ELL parents and our Special Education population conducted by our SETTS.
- Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
  - We will have teacher conferences and updated reports from service providers as needed.
  - Student progress reports will be distributed on a monthly basis.

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

## **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;

## Parent Responsibilities

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

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

**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.

**SIGNATURES:**

\_\_\_\_\_

**SCHOOL**

\_\_\_\_\_

**PARENT(S)**

\_\_\_\_\_

**STUDENT**

•

**OFFICE OF ENGLISH LANGUAGE LEARNERS**  
**GRADES K–12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**  
**2013–14 TO 2014–15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs’ linguistic and academic needs. This LAP form is a part of the school’s CEP. 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** [?](#)

District <b>15</b>	Borough <b>Brooklyn</b>	School Number <b>001</b>
School Name <b>Bergen School</b>		

**B. Language Allocation Policy Team Composition** [?](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Jennifer Eusanio</b>	Assistant Principal <b>Richard Vargas</b>
Coach <b>Mary Tomac</b>	Coach <b>Caren Hinckley</b>
ESL Teacher <b>Jacquelyn Wagner</b>	Guidance Counselor <b>Wanda Soto</b>
Teacher/Subject Area <b>Julia Hynes/Data Specialist</b>	Parent <b>Antelma Martinez</b>
Teacher/Subject Area <b>Marisol Sheenan</b>	Parent Coordinator <b>Maribel Pina</b>
Related Service Provider <b>Margaret Hill-Collins</b>	Other <b>Lynette Cartagena</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>Pam Tedesco</b>

**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 currently teaching in the ESL program.	<b>12</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>2</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently	<b>6</b>	Number of certified NLA/foreign language	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL	<b>0</b>

teaching in a bilingual program		teachers		certification	
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1	Number of special education teachers with bilingual extensions	2

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	1163	Total number of ELLs	527	ELLs as share of total student population (%)	45.31%
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## Part II: ELL Demographics

### A. ELL Programs

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

Check all that apply

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

This 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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish

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 #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	1	1	1	1	1	1	0	0	0	0	0	0	0	6
<b>Dual Language</b> <small>(50%:50%)</small>	1	1	0	0	0	0	0	0	0	0	0	0	0	2

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Freestanding ESL</b>														
self-contained	1	2	2	0	0	0	0	0	0	0	0	0	0	5
Push-In	2	2	2	2	2	2	0	0	0	0	0	0	0	12
<b>Total</b>	<b>5</b>	<b>6</b>	<b>5</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>25</b>						

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	532	Newcomers (ELLs receiving service 0-3 years)	401	ELL Students with Disabilities	105
SIFE	4	ELLs receiving service 4-6 years	125	Long-Term (completed 6+ years)	6

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 SWD. [?](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	90	4	0	26	0	3	0	0	0	116
Dual Language	45	0	1	0	0	0	0	0	0	45
ESL	266	0	33	99	0	62	6	0	6	371
<b>Total</b>	<b>401</b>	<b>4</b>	<b>34</b>	<b>125</b>	<b>0</b>	<b>65</b>	<b>6</b>	<b>0</b>	<b>6</b>	<b>532</b>

Number of ELLs who have an alternate placement paraprofessional: 13

### 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	27	19	20	17	20	13	0	0	0	0	0	0	0	116
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>27</b>	<b>19</b>	<b>20</b>	<b>17</b>	<b>20</b>	<b>13</b>	<b>0</b>	<b>116</b>						

\*EP=English proficient student

**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	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP
Spanish	26	24	25	21	0	0	0	0	0	0	0	0	0	0	0	0	0	0	51	45
SELECT ONE 0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>26</b>	<b>24</b>	<b>25</b>	<b>21</b>	<b>0</b>	<b>51</b>	<b>45</b>													

**Dual Language (ELLs/EPs)**

**9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP								
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): 21

Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 2

Asian: 0

Hispanic/Latino: 41

Native American: 0

White (Non-Hispanic/Latino): 2

Other: 0

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	61	63	56	41	29	22	0	0	0	0	0	0	0	272
Chinese	31	35	20	4	1	0	0	0	0	0	0	0	0	91
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	2	1	0	0	1	0	0	0	0	0	0	0	4
Arabic	4	2	0	1	1	0	0	0	0	0	0	0	0	8
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>96</b>	<b>102</b>	<b>77</b>	<b>46</b>	<b>31</b>	<b>23</b>	<b>0</b>	<b>375</b>						

## Part III: Assessment Analysis

### Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)	70	21	5	4	4	4	0	0	0	0	0	0	0	108	
Intermediate(I)	14	67	19	7	22	13	0	0	0	0	0	0	0	142	
Advanced (A)	46	56	66	50	29	18	0	0	0	0	0	0	0	265	
Total	130	144	90	61	55	35	0	0	0	0	0	0	0	515	

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

### NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
READING/ WRITING	B	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□
	I	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□
	A	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□
	P	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□

### NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	32	16	0	0	48
4	26	4	0	0	30
5	18	4	1	0	23
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0

### NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	22	5	19	0	5	0	0	0	51
4	0	0	10	3	0	3	1	0	17
5	23	0	6	0	0	0	1	0	30
6	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	0

### NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	0	6	0	24	0	1	0	32
8	0	0	0	0	0	0	0	0	0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	□□□	□□□	□□□	□□□
Integrated Algebra	□□□	□□□	□□□	□□□
Geometry	□□□	□□□	□□□	□□□
Algebra 2/Trigonometry	□□□	□□□	□□□	□□□
Math	□□□	□□□	□□□	□□□
Biology	□□□	□□□	□□□	□□□
Chemistry	□□□	□□□	□□□	□□□
Earth Science	□□□	□□□	□□□	□□□
Living Environment	□□□	□□□	□□□	□□□
Physics	□□□	□□□	□□□	□□□
Global History and Geography	□□□	□□□	□□□	□□□
US History and Government	□□□	□□□	□□□	□□□
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)	3	30	0	0	0	0	0	0

Reading Test)								
Chinese Reading Test	0	0	0	0	0	0	0	0

**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 will this data help inform your school’s instructional plan? Please provide any quantitative data available to support your response.

P.S. 001 uses a variety of assessment tools to assess the early literacy skills of our English Language Learners (ELLs). School-wide, teachers use Teacher’s College (TC) running records to ascertain reading levels. This data informs teachers of areas of focus for reading instruction (i.e. fluency, comprehension, inferencing, etc.). In fact, to support teacher analysis of the data, our school’s Data Specialist created columns on our school-wide tracking sheet for teachers to mark what specific areas of struggle students encountered during the administration of the running record assessment. This information then helps teachers create small strategy groups, as well as guiding the selection of appropriate teaching points. The TC Running Records are administered four times a year. The following results were noted using our May 2013 TC Running Records Data:

- In the October 2012 TC Running Records there were zero ELLs in levels 3 and 4. By May 2013, 16 had advanced to levels 3 and 4.
- In Kindergarten and Grade 1, 61 had advanced to levels 3 and 4.
- In Grades 2-4, 24 had advanced to levels 3 and 4.

Based on data from running records, lower grade ELLs struggling with fluency and decoding are often given the opportunity to work with teachers trained in Wilson or Foundations. These programs include assessments to track students’ phonetic growth.

ELL literacy is also assessed using TCRWP performance tasks. During these three day assessments, students are tested on listening, speaking and writing skills. This data is also tracked via a school-wide system implemented by the school’s Data Specialist. Based on the information, teachers are able to form strategy groups for writing, as well as determine areas of focus for upcoming units. For example, if a teacher notices students are having difficulty supporting their arguments, he or she might provide an additional scaffold during the persuasive writing unit.

LAB-R data is also used to assess early literacy skills; scores are shared with classroom instructors, as well as anecdotal information that might be helpful. For example, if an ESL instructor administering the LAB-R notices that a student being tested was unable to track test during the initial part of the Reading section, he/she will let the classroom teacher know that the student is still developing an understanding of concepts of print.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Based on the available data, it is clear that students are growing in proficiency as they progress through the programs at P.S. 1. In Kindergarten, the majority of our ELLs tested as Beginners (according to the NYSESLAT). However, with each subsequent grade level, this number decreases (to the point where only 4 students are considered Beginners in grade 5). Intermediate ELL scores follow a similar pattern (minus a small upswing between 3rd and 4th grade). The number of Advanced ELLs increases between K and grade 2; after this point, the number decreases. This can potentially be explained by ELLs reaching proficiency on the NYSESLAT, and thereby testing out of the program. Indeed, a final noticeable data trend is the steady decrease in the total amount of ELLs as the grade levels progress. This shows that ELLs are successfully reaching proficiency based on the NYSESLAT, and demonstrates that the various programs in place are helping ELLs to become English proficient. This trend can be expected to continue, as the current LAB-R data indicates a high percentage of Beginner ELLs entering the school.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAo tool](#))  
At this time this information cannot be provided because NYSED did not provide the NYSESLAT modalities.
4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
- 4a. Patterns across proficiencies and grades reveal the majority of our ELLs perform better in English compared to their native languages on standardized tests. (Refer to charts 4 and 5 in Part III). A total of zero students who took the test in their native language received a score of level 4.

When we examined the ELA results, we noticed there is a higher number of students who scored a level one in grade three than students in grades four and five. The majority of 4th and 5th grade students scored a level one. Across grades 3–5, only one student scored within level 3 or 4. In first grade, there are 70 beginner ELLs, and by the fifth grade there are four. Overall, students performed better in math and in science, than in ELA.

4b. P.S. 001 does not administer the ELL Periodic Assessments. In the past, we have found that the ELL Periodic Assessments were not accurately aligned to the NYSESLAT, hence the data was not useful in guiding instruction and planning for small groups. P.S. 001 uses a variety of assessment tools to assess the early literacy skills of our English Language Learners (ELLs). School-wide, teachers use Teacher’s College (TC) running records to ascertain reading levels. This data informs teachers of areas of focus for reading instruction (i.e. fluency, comprehension, inferencing, etc.). In fact, to support teacher analysis of the data, our school’s Data Specialist created columns on our school-wide tracking sheet for teachers to mark what specific areas of struggle students encountered during the administration of the running record assessment. This information then helps teachers create small strategy groups, as well as guiding the selection of appropriate teaching points.

ELL literacy is also assessed using TCRWP performance tasks. During these three day assessments, students

are tested on listening, speaking and writing skills. This data is also tracked via a school-wide system implemented by the school's Data Specialist. Based on the information, teachers are able to form strategy groups for writing, as well as determine areas of focus for upcoming units. For example, if a teacher notices students are having difficulty supporting their arguments, he or she might provide an additional scaffold during the persuasive writing unit.

4c. The school is learning about the overall growth of our ELL population by examining the data and targeting student strengths and areas of need from ELA Periodic Assessments results.

From the TC Running Records the school is learning that: ELL students struggle with fluency and decoding. Administrators and teachers carefully scrutinize the results of the TC Running Records and form small groups that target the specific areas of need. ELL students are often given the opportunity to work with teachers trained in Wilson or Foundations These programs include assessments to track students' phonetic growth.

The Spanish DRA is used in K-2 to determine the growth in the native language for Spanish Speakers. In the Dual language classes the English is measured by the TC assessments. The ELL Periodic Assessment is used to plan curriculum and decide on supports for students. In general students are taught the content area in their native language.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

The Response to Intervention (RtI) framework is used at P.S. 001 as an instructional model that aims at prevention and early intervention through a tiered system of instructional support. This includes levels of intervention and instruction that increase in duration and intensity over time; as students improve, measured by reliable and valid assessments (both formal and informal), the extra supports are removed. Instruction for ELLs in English language development is provided at the Tier 1 instructional level. Students move into Tier 2 and Tier 3 if they demonstrate a need for more targeted and intensive academic support. This extra support can occur in the classroom, but also in separate settings with instruction focused on specific learning targets. The RtI team carefully analyzes the characteristics of each learner, and views their status as a language learner as an asset to draw upon. The RtI team attempts to build upon the linguistic capabilities students bring to the classroom and understand where challenges may lie.

The RtI team at P.S. 001 consists of the building's administrators, AIS teachers, Speech therapists, ESL teachers, SETSS teachers, and other service providers. Each member possesses in depth knowledge of their field. The team has a systematic approach for examining how ELLs' backgrounds and educational contexts (i.e., first and second language proficiency, educational history including bilingual models, immigration pattern, socioeconomic status, and culture) have an impact on their academic achievement in the classroom. To refer any student to the RtI, classroom teachers must fill out a form including data on the student and what attempts have been made to have the student progress. Here is a list of some of the data that is included on the RtI referral form: TCRWP, DRA levels, ELA/Math scores, NYSESLAT/LAB-R proficiency scores,

writing samples, a description of the amount and type of ESL instruction being provided, etc. When ELLs are referred to the RtI, the team first examines the appropriateness of classroom instruction that is given by the classroom teacher, based on knowledge of individual student factors. Informal and formal assessments are analyzed when examining instruction and learning about the learner. When evaluating data, the RtI team examines how the child performs relative to peers of the same age, grade level, and English language proficiency. If an ELL student is flagged as at-risk or below-benchmark on any particular skill or competency (such as in math or literacy), the student receives targeted instructional support to bolster development in this area. This support is delivered in coordination with language support services. For example, when the data shows ELL students are below grade level in reading, they are pulled for extra guided reading instruction. They may also receive at risk SETSS, AIS, and Speech services if deemed necessary by the team. An ESL provider of the referred ELL is present during the intervention planning to provide input on the extent, if any, to which ESL instruction is needed during Tiers 2 and 3 interventions to ensure the student will benefit from the intervention. The classroom/referring teacher is also given specific strategies to try with the student for a specific time frame to watch for growth and progress. Each suggestion by the RtI team addresses a different concern that the child has according to the data provided by the referring teacher. Teachers work collaboratively when necessary to ensure the success of the implementation of the RtI plan for the student. After the allotted time has passed, a liaison to the teacher presents the new data on the child to see if progress has been made. If not, the RtI team reconvenes and continues through the framework to suggest other interventions. Data drives all suggestions and instruction. Data is drawn from multiple sources to inform decisions, and multiple tools are used to uncover critical information.

6. How do you make sure that a child's second language development is considered in instructional decisions?  
Second language development is an essential consideration for instructional decisions at P.S. 1, as so many of our students are identified as ELLs (as well as Former ELLs and students still in need of language support). Once students are identified as ELLs, administration uses Parent Selection forms to cluster these students either into self-contained classes by program or into general education classes serviced by a push-in ESL instructor. Thereby, students are assured to receive targeted instruction from professionally certified instructors (whether it be in a self-contained environment or through push-in services). As certified teachers, these instructors make daily decisions about how best to support language development. This can be through scaffolds (i.e. language prompts, graphic organizers), differentiation (targeted small group work) and strategies (extra visuals, supportive conferencing). Additionally, the curriculum itself includes various strategies to support students' second language development. Each grade has a literacy team comprised of three teachers. One is a certified specialist (i.e. ESL teacher) who advises on ways to modify the curriculum in order to meet the language needs of various students (including ELLs at different levels of proficiency). These team members ensure that second language development is considered within the curriculum by adding various scaffolds and supportive teaching points into the school-wide curriculum. Other teachers can then use these suggestions as resources when planning instruction for students in need of language support. This year we implemented a new math program named "Go Math!" As a result of the new math program,

teachers will develop curriculum maps that will provide language supports, for each grade level. Students will be assessed to determine what tier of intervention the student needs based on the Rtl model. Scaffolds will support students vocabulary in order for them to develop higher order thinking, which aligned with the Common Core Learning Standards.

7. 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?

Within our Dual Language program, EPs are assessed in the second (target) language using the Estrellita program (an assessment of decoding, fluency, vocabulary). As last year was the first year of the Dual Language program, the school only has data for last year's students (since the current classes in Kindergarten and 1st grade are in the process of being assessed). Seventy-two percent of the EP dual language Kindergarten students are approaching grade level standards as of October. Forty-five percent of the EP dual language first grade students are approaching grade level standards, whereas, fifteen percent are on grade level. Since the only classes to be opened so far are on Kindergarten (2012–2013 school year) and 1st grade (current school year), none of the students have taken State/City Assessments.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

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

## Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

ELL Identification at P.S. 001 is completed by the ESL out of classroom staff members and is overseen by

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

The ESL coordinator uses the information from pre-registration to identify and verify all ELL-E students. A testing schedule is created to ensure all students are tested with the English LAB-R within 10 days of enrollment. All tests are hand-scored to ensure proper placement. In September, two out of classroom ESL teachers are stationed in the registration area to interview and complete HLIS forms for incoming students who did not pre-register. If space permits, all eligible students are placed in ESL self-contained or bilingual classes. If these classes are capped, students are placed in a general education setting and flagged for testing. If students in the bilingual or ESL self-contained classrooms score above the LAB-R cut score, they are transferred to a general education setting. All students with a Spanish home language code who score below the English LAB-R cut scores are administered the Spanish LAB for placement and assessment purposes. All scores are recorded, packaged, and sent to the Office of Assessment by the first drop-off deadline. Students who have been flagged for testing are shown an orientation video of the program and are given parent option letter to complete of the program(s) they wish their child to be placed in. During this period the ESL coordinator also begins to compile the ESL rosters by cross checking classroom rosters with most recent NYSESLAT scores. All students are identified as either Beginner, Intermediate, or Advanced. This information is shared with the students' classroom teacher and related service providers. Proficient students are sent exit letters, and if necessary transferred to a general education classroom. Entitled students are assigned to an ESL push in/pull out teachers and send continued entitlement letters. In the spring we will be using the NYSITELL to identify ELLs.

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.  
From the start of the school year to mid-October, if the student is eligible for ESL services as per LAB-R, the parents will be contacted by the school, informed of their students LAB-R score, and invited to a Parent Orientation Meeting. Two parent orientation sessions will be held; 9am and 6pm to assure all parents will be able to attend. At these meetings parents will have an opportunity to screen the Parent Orientation Video in their native language. This video will provide information on the variety of ELL programs available to students by the New York City Department of Education. Parents will also be provided information about the research behind the bilingual, Dual Language, and ESL program options. They will also have an opportunity to discuss the programming options in this school and other schools with ESL intervention teachers, Parent Coordinators, and administration. All parents will fill out parent selection forms with their

choice of program in their native language. The parent coordinator and family worker will be used to help parents fill out the surveys and translate as necessary. If the population demands, all attempts to schedule a DOE translator will be made.

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

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

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

As was discussed in the previous section, parents with eligible students (i.e. students with relevant HLIS who did not pass the LAB-R) are contacted by the school. At the outset of the year, there are two Parent Orientation meetings where parents watch the Parent Orientation Video in their native language. The video provides information on the variety of ELL programs available to students through the NYCDOE. The ESL staff, as well as the Parent Coordinator and administrators, help parents understand the various options by discussing the research and principles behind each program. After the discussion, all parents fill out the Parent Survey and Program Selection form that are collected and secured by the ELL Coordinator. The same protocol is followed for the Parent Orientation meetings held throughout the year, as well as for individual parents completing the registration process.

If parents do not attend one of the two Orientation meetings, ESL staff contacts parents individually to schedule appointments to watch the video and complete the forms. If necessary report cards will be held until parents view the orientation video and return parental selection forms. In the case that all measures

fail, a letter will be sent home informing the parent that their child will be placed in a bilingual class. Forms will be filed as bilingual. When completed, Parent Surveys and Selection forms are sorted and stored by the ELL Coordinator alongside the relevant HLIS. Original forms are placed in their child's cumulative record.

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

Students who are not eligible for ESL services or who receive a score of Proficient on the NYSESLAT will receive a transitional letter from the school regarding their possible choices of classes and programs available. Students who do not receive a score of "Proficient" on the NYSESLAT exam will receive continued entitlement letters and be placed in the same setting as the previous year (as per parental selection) unless otherwise notified by the parent. All of these notifications are done in the parents' requested language of communication (as indicated on the initial HLIS).

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

All efforts to contact transfer students' previous schools are made to insure proper placement. If we get no response, parents are asked to complete new parental selection forms (in their native language). The initial request is also made in the parents' native language.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year. Prior to the administration of the NYSESLAT, rosters are exhaustively analyzed and verified. This means cross-checking ARIS and ATS with classroom teachers to ensure all ELLs are appropriately identified throughout the year so that, in the spring, rosters are current and correct. Using the verified rosters, testing groups are created based on grade bands and testing modifications (verified with the school's Testing Coordinator). Prior to the NYSESLAT, the ELL Coordinator, Testing Coordinator, and an ESL out of classroom instructor attend the required NYSESLAT briefing and training (for scoring the writing). All teachers involved in the test then participate in NYSESLAT training- this includes proctors and teachers of students who will be taking the test (including General Education Classroom teachers). During the training, the ELL Coordinator turnskey information from the briefing and explains the process for the test, reviewing the rules and legal requirements. Teachers are asked to cross-check lists to ensure all students are tested and receiving the appropriate testing modifications. After this, out of classroom ESL instructors create a

Speaking schedule and administer the Speaking portion of the test to eligible students within the required time frame. Students take the Listening, Reading and Writing portions on the days indicated by our District. Students absent on these days are tracked and given the test on pre-determined make-up testing days. Next, the ESL out of classroom teachers are trained on scoring the Writing portion of the exam. This committee of six teachers then grades the Writing exams, ensuring all proper procedures are followed. Once all the tests are graded, the various grids are cross-checked, packaged and dropped off at the Borough Assessment office.

6. 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.) 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.  Looking at Parent Survey and Program Selection forms, several trends can be observed. Interest in ESL remains fairly steady, though there has been some minimal reductions in ESL programming as the first choice (for example, last year's September registration garnered close to 60 parents requesting ESL classrooms, while this year, 48 parents requested this setting). Interest in Dual Language is on the rise. This year, we received 27 requests for Dual Language programming (mostly from Spanish speaking families). Requests for TBE are similarly high; within the Spanish speaking population, we had close to 30 requests for this program within the incoming Kindergarten class. This is also a commonly requested program for Newcomers in the upper grades (as data reveals this is the preferred choice of incoming upper grade ELLs). Our school is currently experiencing a growth in Mandarin speaking students. The families of these students have predominantly requested ESL programming for their students (during our initial orientation, 9 of the 10 Chinese speaking families requested ESL); however, we have received a few requests for Dual Language programming. Based on the growing demand for Spanish Dual Language, the school opened a Dual Language program in kindergarten last year. To keep up with this demand, a first grade Dual Language class and a PreK Dual language class opened this year. We have also been able to meet parent requests for Spanish TBE, as each grade currently has a TBE class. ESL requests are also honored, as each grade has several ESL teachers (both classroom and out of classroom) to implement this program. As of yet, we have not received enough requests to open Mandarin DL or TBE programs. However, we are diligently tracking parent interest and will consider opening these programs if at least 15 families request them. To ensure this happens, ESL staff inputs the parent selection choices into a spreadsheet, which is monitored for trends.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - 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])?

Instruction is delivered in a variety of ways based on the needs of the school's ELLs. The school employs the self-contained model for several programming choices. There is one self-contained ESL class in kindergarten and two in grades 1 and 2, allowing students to receive ESL services while maintaining the consistency of a single instructor, which is especially helpful in the lower grades. The TBE program has a self-contained class on each grade, ensuring students whose parents have selected this option have access to a Bilingual class. Students also receive ESL instruction via the Dual Language program, which uses a side-by-side model. Due to the high number of ELLs in the school and their diverse needs (language, other services, etc.), the school also employs the push-in/co-teaching model. An out of classroom ESL instructor is assigned to each grade, and that teacher ensures that the ELLs in general education classes receive ESL services and support by co-teaching with teachers in designated "ELL cluster classes."

Within the various program models, students are grouped by grade; however, the classes are heterogenous in terms of language proficiency. The school has found the heterogenous grouping helps improve student proficiency, especially in regards to listening and speaking, as students have the opportunity to learn from strong language models.

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)?

Public School 1K has Bilingual classes from grades K–5, English as Second Language (ESL) Self-Contained classes from grades K–2, and a Push in/Pull out ESL Program for students from kindergarten through fifth grade. Additionally, there is a Dual Language Program on grades K and 1, which implements a 50:50 model (Spanish: English). Each teacher serving in each program is selected based on their license and area of expertise. In the transitional bilingual classes, the teachers follow the 60:40 model for beginner level students (Spanish:English) as per their instructional program, 50:50 model for intermediate level students, and 25:75 for advanced level students. All of our students are provided with appropriate services. All of our TBE teachers are bilingual certified and use their professional judgement to determine the language of instruction throughout the day based upon each student's level. Whenever possible, content area classes are taught in the native language. We currently have two certified bilingual cluster teachers who service our bilingual classes. The ESL self contained classes in grades K–2 provide English instruction to ELL students throughout the school day utilizing ESL methodologies and scaffolding language. Both our bilingual and ESL self –contained classrooms practice balanced literacy and follow the Teacher's College Reading and Writing Project curriculum, ensuring they exceed the required 360 minutes for Beginner/Intermediate ELLs and the 180 weekly minutes for Advanced ELLs. The ESL push in program provides Beginning and Intermediate students with 360 minutes of ESL instruction by an ESL certified

teacher and 180 minutes of ELA instruction by their classroom teacher. Students at an Advanced level are provided with 180 minutes of ESL weekly and 180 minutes of ELA instruction weekly by their classroom teacher. Within each push in group, teachers differentiate instruction to target students' area of need based on NYSESLAT and Teacher's College (running records, performance task) data.

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 foster language development and meet the demands of the Common Core Learning Standards.

Whenever possible, content area classes are taught in the native language. We currently have two certified bilingual (Spanish) cluster teachers who service our bilingual, ESL, and Dual Language classes. These instructors provide instruction in students' native language in the bilingual and Dual Language program, and can offer scaffolds in students' native language in ESL classes. However, students also have the opportunity to work with content area teachers in English as well, so as to be exposed to both the target and native languages.

In the Dual Language program, a side-by-side model is employed, with students interchanging based on the teachers' professional opinions (and the requirement of a 50/50 language distribution). To ensure content is comprehensible in the target language, teachers use scaffolds, such as sentence frames and vocabulary front-loading. Students are also given ample opportunities for oral rehearsal, capitalizing on the benefits of "turn-and-talks" with language partners (often partnering more proficient students with students who can use additional language models). Making use of increased opportunity for conversation also aligns with Common Core Learning Standards, whose Speaking and Listening standards require that students participate in routine collaborative discussions (Standard 1). However, the class maintains pace with General Education classes to ensure students are meeting the demands of the Common Core Learning Standards.

In the Bilingual program, classroom teachers provide content instruction in the target language at weighted percentages based on proficiency (i.e. Beginner students receive more instruction in their native language) as outlined in question 2. Classroom teachers provide content instruction in the target native language at the outset of the year. As students grow in proficiency, they begin to have core curriculum classes in the target language, and receive some content instruction in their native language to ensure they are receiving exposure to content area material in both their native and target language. To ensure content is comprehensible in the target language, teachers use scaffolds such as sentence frames and vocabulary front-loading. Further, teachers are able to use native language support when needed based on the principles of language transference. Students are also given ample opportunities for oral rehearsal, capitalizing on the benefits of "turn-and-talks" with language partners (often partnering more proficient students with students who can use additional language models). Making use of increased opportunity for conversation also aligns with Common Core Learning Standards, whose Speaking and Listening standards require that students participate in routine collaborative discussions (Standard 1). However, the class maintains pace with General Education classes to ensure students are meeting the demands of the

## Common Core Learning Standards.

Within the ESL program, all content is delivered in the target language based on the requirements of ESL programming. However, teachers still use important instructional approaches to keep content comprehensible. To ensure content is comprehensible in the target language, teachers use scaffolds such as sentence frames and vocabulary front-loading. Furthermore, teachers are able to use native language support when needed based on the principles of language transference. Students are also given ample opportunities for oral rehearsal, capitalizing on the benefits of “turn-and-talks” with language partners (often partnering more proficient students with students who can use additional language models). Making use of increased opportunity for conversation also aligns with Common Core Learning Standards, whose Speaking and Listening standards require that students participate in routine collaborative discussions (Standard 1). However, the class maintains pace with General Education classes to ensure students are meeting the demands of the Common Core Learning Standards.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
Every Spanish speaking ELL is administered the Spanish LAB-R after the initial English LAB-R. Based on the score, it is determined what level of proficiency the student has in their native language. This information is kept on file and shared with students’ instructors. Furthermore, all students in bilingual classes on upper grades then take the ELE test in their native languages to judge their growth in proficiency from previous years. However, P.S. 001K also uses local measures to track students’ native language growth. Bilingual and Dual Language classes test students with the Spanish language DRA (ELD) to determine students’ reading levels in their native language. This allows teachers to track student reading progress in their native language throughout the year. All students in bilingual and Dual language classes also receive mathematics assessments in their native language to track growth. Further, students in bilingual and Dual Language classes publish writing pieces in their native language (in addition to producing target language pieces). The native language writing is scored against a school-wide rubric to track growth in conventions and composition in the native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
P.S. 001K uses various assessments to ensure that ELLs are evaluated in all four modalities of English acquisition throughout the year. One prominent benchmark that assesses ELLs in reading and speaking are the Teacher's College running records. These assessments are given formally at least 4 times a year, with the data recorded in school-wide tracking systems to allow the Literacy Coaches and administrators to track progress and give feedback. The school's Data Specialist ensures that the assessments are completed and assists with analyzing the data. To evaluate students in regards to their writing and listening acquisition, students complete two performance tasks throughout the school year. The performance tasks are multi-day assessments involving various forms of input. Students are graded on their ability to take notes and engage in discussions after listening to read alouds and watching videos about chosen topics, thereby assessing their listening skills. Students then engage in a writing task that is graded against pre-set rubrics and baselines. All of this data is also recorded in school-wide tracking

systems. Similar to running records, grade administrators and the Data Specialist analyze this information to monitor student progress. Teachers are also asked to reflect on this data during grade meetings and reflections with their grade-level supervisors.

Students are also informally evaluated in all four modalities of English acquisition. ESL and bilingual teachers are required to maintain conference notes across all subjects, and are encouraged to focus on these modalities during their conferences with ELLs. These anecdotal observations help instructors plan upcoming units and provide differentiated instruction for the learners in their class, thereby targeting the language needs of their ELLs.

6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

As P.S. 001K has a large ELL population, it is essential that we differentiate our instruction for our various ELL subgroups. To that end, the school has several different instructional plans for each subgroup.

#### SIFE

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

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

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

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

they receive the support they need to be success members of the school community.

#### Newcomers (in U.S. less than 3 years)

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

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

#### ELLS (4-6 years)

ELLS are serviced in TBE, ESL self contained, or ESL push in services based upon parental selection forms. ELLs who select ESL services are placed in the ESL self-contained class or in one of our general education Language Enrichment (LE) classes (which uses a co-teaching model, with one general education teacher and one ESL certified teacher). These classes have a higher population of evenly leveled Ells. Teachers and ESL service providers work closely to ensure instruction is scaffolded and collaborate closely on curriculum and co-teaching opportunities. Co-teaching models include parallel teaching and station teaching to

ensure small group and targeted instruction. Within each program rigorous instruction is planned to help students meet their language and literacy goals. As part of our goals we will develop both languages through creating social and academic structures within the classroom. We will practice accountable talk within the literacy block and content learning time. Students will learn to give feedback from their academic learning and apply specific language structures in their responses. We will provide students the ability to work with students of other classes to challenge their thinking and language development. They can work on inquiry projects, strategically grouping them with students of other language levels. In grades 3–5, teachers embed best practices in test preparation throughout the day and the year to help our ELLs on the ELA and NYSESLAT exam. In grades K–2, a variety of balanced literacy structures are used such as shared reading and writing, read aloud, and guided reading to help students prepare for the NYSESLAT. The teacher works with small groups to lessen the ratios of student to teacher and may choose to incorporate the students native language into instruction. Teachers will use a variety of programs to support language development including but not limited to AWARD reading, English NOW!, Rigby Instep, and Wilson.

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

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

#### Long-term ELLs (6+ years)

While P.S. 001K does not have many LTEs (6 + years), in order to address the needs of any potential members of this population, we have several interventions, programs, and policies in place. Through the use of electronic data systems such as ARIS, teachers are able to easily identify students with longer than 6 years of service.

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

LTEs will be included in a 10 week Title III after school program focused on the literacy skills needed for grade level comprehension, expression, and testing. They are also recommended for Wilson Services.

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

#### Former ELLs

Former ELLs are identified via NYSESLAT test results from the previous year. When space allows, Former ELLs are placed in our general education Language Enrichment (LE) classes. These classes have clustered current ELLs, as well as non-ELLs. The LE classes serve as an appropriate setting for Former ELLs as LE classes are served by out of classroom ESL instructors. These ESL instructors work with the classroom teacher via the co-teaching model for the mandated periods based on the needs of the current ELLs. As the ESL teacher is providing support for the class' current ELLs, they are also able to provide support for Former-ELLs who need continued assistance. General education teachers and ESL service providers work closely to ensure instruction is scaffolded and collaborate closely on curriculum and co-teaching opportunities. Through models such as parallel teaching and station teaching, Former ELLs are able to benefit from smaller group sizes and more targeted instruction. ESL push-in instructors allow for flexible grouping when addressing the needs of the students in the class; if a Former ELL is struggling with a strategy or topic, they are able to benefit from the ESL instructor's expertise and support depending on their current needs. However, by entering a general education class, they are also able to benefit from the language models of native English speakers.

Former ELLs receive the required testing modifications on practice exams (entitlement of time extension for two years after passing the NYSESLAT). Former ELLs are identified and tracked from the outset of the year by classroom teachers, coaches and the Data Specialist to ensure that this mandate is met and that their progress is being monitored.

7. 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?

P.S. 001K employs various instructional strategies and grade level materials to ensure ELL-SWDs have access to academic content areas while accelerating their English language development. Based on the needs of the school including a high population of students with IEPs with decoding difficulties, all special education students, including ELLs, are included in small group word study programs such as Foundations or the Wilson Program to support student growth in phonemic awareness and decoding strategies. ELL-SWD are also given access to programs such as AWARD reading and English NOW. Teachers are able to use resources from these programs to support ELLs as they strive to reach grade level standards (i.e. guided

reading kits, graphic organizers, vocabulary cards, etc.). All ELL–SWD receive their mandated service from a certified instructor (whether they be their classroom teacher or an out of classroom ESL instructor). These teachers will help integrate these resources into curriculum so as to provide adequate support for ELL–SWD.

Beyond ELL specific resources, ELL–SWD benefit from the school's investment in the Common Core aligned practice of close reading. The school is currently in the process of creating a resource bank for close reading articles– including passages that have been specifically selected for ELLs. Close reading allows students to attempt to tackle grade–level material in a scaffolded manner. In addition to close reading, teachers support students via a myriad of instructional strategies based on the students' IEPs. ESL instructors have received training in SESIS and are required to use students' IEPs to help guide them when planning lessons for their ELL–SWDs. The language goals are then used to create differentiated plans and scaffolds so that ELL–SWD can access the grade–level curriculum.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

ELL–SWD student placement is determined as per their IEP. If a student requires a smaller setting (i.e. 12 to 1, ICT), that mandate is honored and they receive their ESL service via a push–in ESL instructor. Students without this requirement (i.e. SETTS, speech) are placed into a program based on the initial Parent Selection form, with their special education instructor pushing into that setting for support. This assures that ELL–SWD are placed in the least restrictive environment possible, while honoring both their IEP requirements and ESL mandates. By enforcing the push–in model for all service providers, students are better positioned to achieve their IEP goals, as they are able to receive both the support of a special education certified instructor and a trained language specialist (whether they be the classroom teacher or our of classroom provider). Further, by encouraging teachers to work closely together, specialty instructors are able to create fine–tuned educational plans for their students. This communication ensures that language goals and IEP goals are aligned and executed in a way that helps students achieve improved language proficiency while keeping the needs of their disability in mind. Further, instructors are able to work together to consider various ways to scaffold the curriculum to simultaneously help students meet their goals while growing in English proficiency. Beyond co–planning, each grade has a Literacy Committee that interprets the Teacher's College Curriculum and adds different scaffolds and supports to the curriculum map to advise teachers of students with ELLs and ELL–SWDs of potential pathways. Each Literacy Committee has a "specialist" team member, whose job is to ensure these scaffolds help all students are able to access grade–level curriculum.

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:	Spanish			
Math:	Spanish			
Science:	Spanish			

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

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

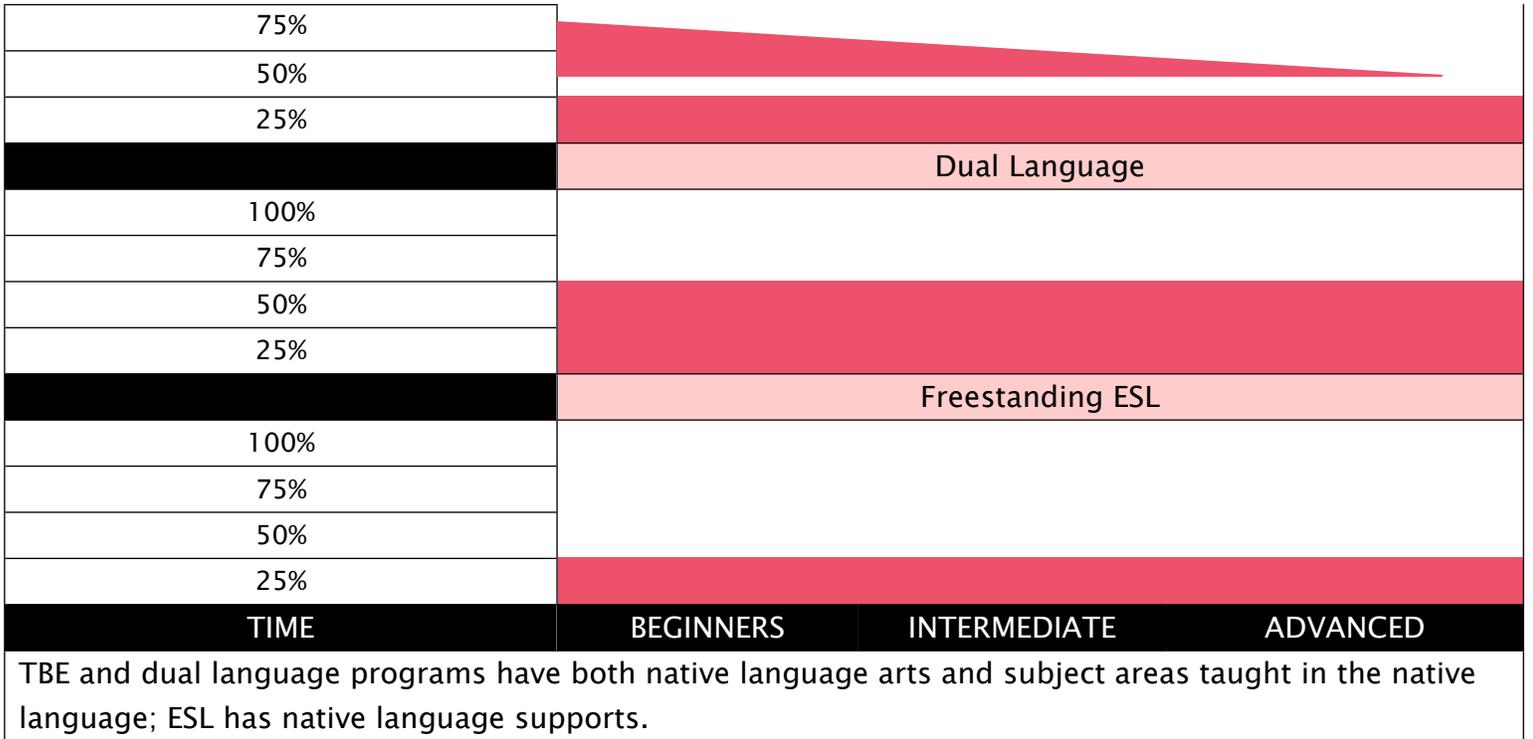
### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9–12

	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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

### Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	



## B. Programming and Scheduling Information--Continued

9. 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.

ELL students are eligible for a variety of tiered intervention activities designed to target ELA, Math, and Content Areas:

Tier 1 support for students is garnered via development of ESL and bilingual staff. The ESL and bilingual teachers meet periodically with Literacy coaches to discuss standards, scaffolds, and alignment to school curriculum expectations. To support ELL students in testing grades, additional units have been included in the reading and writing calendar. These units contain test taking skills and strategies. Materials have been ordered to support the delivery of instruction during the school day and in after-school programs. Professional development opportunities have been provided for teachers, and workshops for parents, to familiarize them with the content, and strategies for success. Materials have been purchased to support the reading and writing units of study and are appropriate to meet the need of all students, particularly ELLs. In addition, our school Robin Hood Library is a resource, and provides teachers and students with a wide range of genres that are age appropriate, and culturally relevant.

In order to support our large ELL (4–6 years) and Former ELL population, all teachers are provided with Tier 1 professional development opportunities geared toward scaffolding the curriculum and creating materials and structures that build oral language. As was previously mentioned, many Former-ELLs are mainstreamed into general education classes (where they receive the benefit of a strong language models with the support of a co-teacher trained in ESL during mandated periods) when it fits their learning needs.

All ELLs are eligible for Tier 2 extended day services with their classroom teacher or an out of classroom teacher, depending on their reading level and state test scores. During the extended time, strategy lessons and guided reading lessons are taught depending on the student's need. Depending on the time of year, small group Math intervention also happens with classroom teachers during this time. Furthermore, there are push-in services for our English Language Learners, as well as, an after-school program. An after-school program is provided for grades K–5 students using Title III funding. Current ELLs are invited to attend after-school programs to support their growth in ELA and Former ELLs are invited to attend a similar after school program funded through Title I to help prepare them for Math and ELA exams.

Newcomer students are also given invitations to Title III programs when appropriate. If schedules allow, ESL out of classroom staff create Newcomer Tier 2 intervention groups to support students in their development within ELA and Math. In order to meet the needs of our Newcomer ELLs, we have purchased a variety of resources including: ENGLISH NOW! and AWARD reading. Our teachers have been provided training from AWARD reading staff developers. Resources are carefully selected to meet the needs of each student. The Literacy Coach collaborates with teachers and service providers to ensure Newcomer students

are engaged in rigorous activities throughout the day. The Wilson program is also used with SIFE Newcomers, as well as ELL–SWDs if appropriate.

In order to support Newcomer students before the school year our ESL Team together with the Parent Coordinator follows the following procedures to help parents orient themselves to the school and its resources:

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

Additionally, our level 1 ELLs and Former–ELLs are considered for Tier 3 At Risk Interventions with AIS reading and math specialists. In addition to the Teacher's College Reading and Writing Curriculum, our teachers use a variety of resources to tailor their instruction to meet the needs of the ELLs. Teachers supplement their libraries with AWARD guided reading, and Rigby In Step Reading. Additionally, teachers use web–based subscriptions to target specific skills, such as the AWARD program. Words their Way is used in classrooms K–5 and is differentiated based on student need.

In order to address our special needs population, bilingual paraprofessionals, speech, and related service providers are placed as per IEP. Our bilingual teachers follow the state mandates on delivery of language based on the students' NYSESLAT levels, also ensuring that students receive support in their native language.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Our ELLs are improving in language proficiency, but need extra support with grade–level ELA standards. To this end, our current program will continue to implement similar language development supports (including small group work, co–teaching, additional scaffolds and language enrichment opportunities) based on our students' continued growth in language proficiency. However, this year, we plan to adjust our programming to increase content development for our ELLs, especially as it pertains to the ELA. This will be accomplished via increased after school opportunities and improved differentiated/targeted instruction. Indeed, the data collected demonstrates the need for differentiated instruction within a rigorous reading and writing curriculum. Another reason for targeted support is based on our Listening and Speaking sections students will benefit from intervention in the four modalities so the connections between oral and written language become clearer and more explicit.

Further, based on hand scoring of the LAB–R, 63% of our current Kindergarten class will be entitled to ESL

services for a total of 96 ELLs. A Kindergarten ELL class is also made up of 25 students with little to no spoken English and suspected of having Newcomer Status. In addition, of our incoming Kindergarten ELLs, 33 have Chinese as a Home Language. This data marks a population and proficiency change within our building. Unlike other grade levels that enter with higher oral language proficiency, students within the 2013–2014 Kindergarten and first grade classes will need significant support building oral language and literacy skills.

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

Based on hand scoring of the LAB–R, 60% of our current Kindergarten class will be entitled to ESL services for a total of 139 ELLs. A Kindergarten ELL class is also made up of 25 students with little to no spoken English and suspected of having Newcomer Status. In addition, of our incoming Kindergarten ELLs, 28 have Chinese as a Home Language. We have also received first grade transfer students who identified Chinese as a Home language. This data marks a population and proficiency change within our building. Unlike other grade levels that enter with higher oral language proficiency, students within the 2013–2014 Kindergarten and first grade classes will need significant support building oral language and literacy skills.

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

#### Grades K–5 After School Program

An after school program will run for 20 days, consisting of 13 staff members (12 teachers, 1 supervisor) for grades 2–5. The program will be held Mondays, Tuesdays, and Wednesdays from 3:15–4:15 as an after school program. The program will begin late January to mid–April, 2014. The primary goal would be to help students develop strong reading, writing, and math skills through small group, data driven

instruction. Small group Math literacy sessions will be taught using Go Math Intervention. We will use "Getting Ready for NYSESLAT" to prepare students for the NYSESLAT exam.

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

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

Grant monies will be used to pay per session for staff members and to purchase instructional materials for the program.

#### Making Books Sing (K-2)

"Making Books Sing" is a non-profit organization that uses literature and content area studies to bring theatre, song writing, and movement into the classroom. A bilingual teaching artist will collaborate with Spanish Dual Language, ESL self-contained, and TBE classroom teachers to plan a student led performance based on a text from the curriculum. Ten lower grade classes will participate in a 8 week session that includes tickets to a performance provided by the company, and artists run sessions in which students will study and adapt one text. Teachers will choose a content area text on a social issue. The goal is to explore a variety of reading skills including story elements, character, and word choice, in a way that allows for oral language development and whole class participation. Additional after school planning session for teachers will be provided. The planning sessions will be held with the 10 teachers and 1 coach facilitator.

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

Currently, there are no ELL programs/services that will be discontinued.

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

Based on NYSESLAT/LAB-R scores, students are invited to participate in our after school programs. If parent permission is granted, they are allowed to participate. In the rare event that a parent declines (after efforts to explain the benefits of the program), the space is given to the next student on the list.

Supplemental services are offered to students based on NYSESLAT/LAB-R scores and teacher anecdotes. Making Books Sing is offered to all students in bilingual and Dual Language settings on grades K-2 to offer additional language immersion opportunities. We will also have a Title III Immigrant afterschool program for our Kindergarten and first grade students that will focus on supporting them in literacy, Math, and NYSESLAT preparation in English.

Find detailed descriptions of these programs below:

## Grades K-5 After School Program

An after school program will run for 20 days, consisting of 13 staff members (12 teachers, 1 supervisor) for grades 2-5. The program will be held Mondays, Tuesdays, and Wednesdays from 3:15-4:15 as an after school program. The program will begin late January to mid-April, 2014. The primary goal would be to help students develop strong reading, writing, and math skills through small group, data driven instruction. Small group Math literacy sessions will be taught using Go Math Intervention. We will use "Getting Ready for NYSESLAT" to prepare students for the NYSESLAT exam.

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

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

Grant monies will be used to pay per session for staff members and to purchase instructional materials for the program.

## Making Books Sing (K-2)

"Making Books Sing" is a non-profit organization that uses literature and content area studies to bring theatre, song writing, and movement into the classroom. A bilingual teaching artist will collaborate with Spanish Dual Language, ESL self-contained, and TBE classroom teachers to plan a student led performance based on a text from the curriculum. Ten lower grade classes will participate in a 8 week session that includes tickets to a performance provided by the company, and artists run sessions in which students will study and adapt one text. Teachers will choose a content area text on a social issue. The goal is to explore a variety of reading skills including story elements, character, and word choice, in a way that allows for oral language development and whole class participation. Additional after school planning session for teachers will be provided. The planning sessions will be held with the 10 teachers and 1 coach facilitator.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Recognizing the importance of visual support and shared materials to ELL education, our school has made a commitment to using technology to support our ELL subgroups. With our investment in new SMARTboards, all of our ESL, Bilingual and Language Enrichment classrooms are equipped with a SMARTboard in their room. Four ELMO machines, one each floor, are available for teacher use in addition to digital cameras, video cameras, and voice recorders. Teachers also have access to listening centers and there are also three mobile laptop stations throughout the school dedicated for students use. Students may use the various online subscriptions the school has subscribed to, as well as for class research projects via the internet. In order to maintain and assist teachers in using this new technology, we have hired a part-time AUSSIE consultant.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Native language support is essential for our ELLs, and P.S. 001K we have several resources to help ensure that students receive support in their native language. Within our TBE program, all of our teachers are bilingually certified and deliver instruction for part of the day in students' native language (Spanish). For Beginner students, this means using the 60:40 model (60% native language, 40% target language); for Intermediate students, a 50:50 model is used; for Advanced students, a 25:75 model is used. To attain these percentages, certain subjects are taught in the native language for all students, but the language for activities and small groups are differentiated based on student needs. Our TBE classes have received many resources to support them in native language instruction, including bilingual teacher guides for all curriculum components as well as student resources in Spanish (i.e. books, workbooks, charts, etc.) Additionally, P.S. 001K has 3 bilingually certified cluster teachers who work with the TBE classes within the content area. They also divide their instruction between English and Spanish so as to offer support to students in their native language.

Within our Dual Language Program, a side-by-side model is employed. Students receive half of their instruction in their native language (whether it be English or Spanish) and half in the target language. The native language instruction for ELLs is delivered by bilingually certified instructors. Our Dual Language classes have received many resources to support them in native language instruction, including bilingual teacher guides for all curriculum components as well as student resources in Spanish (i.e. books, workbooks, charts, etc.) Further, similar to the TBE program, the Dual Language program is supported by 3 bilingually certified cluster teachers who work with the Dual Language class in content area programming. These instructors also divide their instruction between English and Spanish so as to offer support to students in their native language.

As per the tenants of ESL programming, instruction in ESL programs is delivered in English. However, students are still given support in their native language via various resources. Our ESL classes have also received many resources to support them in native language instruction, including native language student resources in the predominant languages of the school (Spanish and Mandarin). Teachers have access to

student books and dictionaries written in these languages. Teachers also make use of technology to support students in their native language; for example, Imagine Learning has native language components to support students. Many teachers also make use of translation services to help translate certain activities into the students' native language as a scaffold. Further, ESL classes are generally serviced by 3 bilingually certified cluster teachers who can offer targeted native language scaffolds within their content area programming.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

ELLs are placed in grade level classes based on age. Regardless of grade, students receive the required services based on the state mandates. This translates to receiving mandated hours of instruction from either ESL or bilingually certified instructors (a minimum of 360 hours a week for Beginner/Intermediate students and 180 hours a week for Advanced students). By receiving hours of instruction with a certified teacher, students benefit from smaller group sizes and targeted instructional strategies that are implemented based on the instructor's knowledge and experience working with ELLs. This instruction is based on grade level expertise— classroom teachers work with a given grade throughout the year, and out of classroom staff are also assigned specific grades so that they can more deeply consider and understand the grade's curriculum and requirements.

Resources are also targeted to specific grade levels. The AWARDS reading program provides leveled materials and readers. Additionally, all classes are supplied with books that are appropriate for grade-level readers (as well as lower and higher levels for students above/below grade level). All curricular resources are created at grade level and aligned to the Common Core Learning standards to ensure students are reaching grade-level standards.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

The parents of all newly enrolled students are invited to an orientation where they screen the Program Selection video and discuss programming options with a member of the ESL staff (including students who enroll prior to September and students who enroll throughout the year). Our school's Parent Coordinator also serves as a point of contact for all parents, and reaches out to newly enrolled families to answer questions and provide orientations to the school. All families who pre-register in the Spring are invited to an additional Parent Orientation where they are given packets of information about the school, as well as information about the curriculum. The packet includes homework packets for students to work on prior to starting Kindergarten in the fall. During the first week of school, all parents are also invited to the school for a Curriculum Day, where they meet with students' teachers and are given information about procedures, homework, and the curriculum that will be used during the year. All of this knowledge helps parents support their students' transition into the school. For Newcomer students who enroll throughout the year, welcome packets are available (including dictionaries, vocabulary journals, leveled books and explanatory letters to parents with suggestions on how to use the materials). Students can take these

resources home and use them to support their transition into the P.S. 1 community.

18. What language electives are offered to ELLs?

P.S. 1 does not currently have any language electives.

19. For schools with dual language programs:

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

Students in the Dual Language program receive 50% of their instruction in their native language and 50% of their instruction in the target language. Since the Dual Language program employs the side-by-side model, students spend most of the instructional day with their language peers. However, every Friday, classes are combined so that students can learn from language models. This means that four of five days, content areas are taught separately. Language is separated for instruction by both subject and teacher. The bilingually certified teacher provides native language instruction for Spanish-speaking students for the subjects of Reading, Writing and Math Monday through Thursday. The English-speaking instructor provides instruction in the target language for Word Study, Read Aloud and content area Monday through Thursday. Based on the distribution, students receive the required 50/50 split. As the side-by-side model is employed, meaning that emergent literacy is taught in both languages simultaneously.

## C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

The focus of the staff development will be to provide feedback, support and technical assistance to teachers in developing their knowledge of first and second language acquisition theories and practices. They will also be trained in identifying the individual needs of ELLs and scaffolding instruction for these students. We will provide 7.5 hours of ELL training, 10 hours for special education teachers, to all staff who work with English Language Learners by providing on-going professional development through Teacher's College, Office of English Language Learners, Network Support and intra-school professional development.

### Teacher College Staff Development at PS 1

Two Teacher's College staff developers, one of which is an ELL specialist, will facilitate on-going study groups within our building. These groups have been arranged as three, 90 minutes sessions to support teachers in developing deeper thinking and conversation around complex texts while considering the needs of ELLs. In grades K-5, teachers with high numbers of ELL students will partake in a study group cycle that provides opportunities for our teachers see best practices in action, reflect on their instructional practices, learn new methodology, and incorporate newly learned researched techniques as they relate to the needs of our English Language Learners. Teachers who are not included in the study groups are given access to the notes and materials from the sessions. Additionally, they are encouraged to collaborate during their common planning periods to obtain more information. Literacy coaches participate in these study groups and are available upon request to support all staff members in integrating new methodologies.

### Office of English Language Learners (OELL)

Our school has put together a skilled team of specialists to partake in a series of workshops that relate specifically to RtI for ELLs. This core group, who are members of a larger RtI team will bring back key ideas, practices and strategies that we need to consider when meeting the needs of our ELL students. Each RtI team member will then provide feedback, support and guidance to teachers who are struggling to meet the needs our ELL students.

In order to take advantage of every opportunity to support teachers who are working with our ELL population, teachers are also offered to attend a variety of workshops provided by OELLs they feel will support their students. These topics related to meeting the needs of ELL students while working towards meeting the demands of the CCLS.

### Network Support

In working to support teachers who are working with our ELL population, especially newer ESL teachers or teachers who have a high number of ELL students, we offer on-going professional development through the support of our network. CFN 409 has a series of workshops that meet monthly to support teachers as they work towards getting our students to meet the demands of the CCLS. These two workshops series are specifically geared towards teachers who work with ELL students. One group is tailored towards teachers who are new or new to teaching ELLs. The other group deals with the challenges ESL, Bilingual and Dual Language teachers face. An additional on-going school tailored professional development opportunity for our school has been arranged to support our general education teachers who have the highest percent of English Language Learners.

Teachers who partake in professional development opportunities / workshops throughout the school year, turnkey this information to staff members and notes from all sessions are made accessible to the school community via ps1connects. Additional network professional development sessions are provided to the principal, assistant principals, guidance counselors, and parent coordinator to support the needs of our students.

### Intra-school Professional Development

On going, monthly, Administrative and Faculty meetings focus on best practices as we work towards the rigorous demands of the CCLS. Each of these meetings focus on the needs of our diverse learners. The demographics of our school make meeting the needs of our ELL students a priority. During these meetings data, struggles and/or progress is shared and thereafter teachers work together to collaboratively plan to create/support the tools, mentors and supports needed to enrich our ELL students learning experiences.

Additional ongoing professional development tailored to the needs of our ELL students and teachers is provided within the ESL and TBE meetings. This takes place in the form of an additional monthly common prep period for Bilingual and ESL teachers is being used for meetings and to discuss the specific needs of their populations as they work to meet the demands of the CCLS. During these meetings teachers make meaning of the CCLS by discussing what the standards required from their students. They move on to discuss what are the language barriers that are preventing students from meeting this standard. From there, teachers look across their grade levels to better assess student language needs and reflect on trends so that they can plan in a more meaningful way. This vertical meeting also enables the team to pool resources, create materials that can be used as scaffolds across the grade levels based on students' level of language acquisition.

Teachers of ELL students will also be part of lab-sites, collegial walks, and school wide literacy planning.

These professional development opportunities enable best practices to be demonstrated for some of our new teachers or teachers newly assigned to ELLs, so they can both view quality ELL instruction as well as develop a relationship with a colleague who is skilled in the area. Having our experienced ELL teachers enable them to refine their content knowledge as it relates to the CCLS, while sharing their expertise with others.

The Literacy Coaches will provide support in instructional practices to ESL, Bilingual, General and Special Education teachers in cycles. Support will be provided based on teacher need on a variety of topics including: setting language goals, structures and routines, planning small groups, inserting language structures within the components of balanced literacy, content area close reading study group, helping ELLs transition from one grade level to the next, and increasing rigor and vocabulary development with newcomers and SIFE students. Open access periods to coaches are available to all staff members so they can take ownership of their own professional development plan have a session dedicated to meet their specific needs. All efforts are made to include paraprofessionals, guidance counselors, school psychologist, occupational and physical therapists as well as parent coordinator.

In addition, a variety of voluntary workshops will be provided to support all staff members in learning techniques for serving our ELL population. These are shared with staff members as they arise and are in response to a common need.

Professional development hours are assigned/tracked based on an in-house data tracking system whereby all teachers/school personnel are listed and the workshop dates/hours they attend are entered. Administrators monitor and tailor professional development opportunities and offerings based on the specific needs of personnel as it applies to best practices for our diverse ELLs.

Our Professional Development Calendar is as follows:

#### Professional Development Workshop Calendar

2013 – 2014 School Year

#### Teacher College Staff Development at PS 1

##### TC In-House Cycle Work

Alexander Roman – Oct. 22, Nov. 6, Dec. 19, Jan. 15, Jan. 22, May 7, May 14, May 22, May 30

Lindsay Wilkes – Sept 23, Oct 16, Nov 1, Dec 4, Dec 11, Dec 18, Feb 11, Feb 25, March 4, May 12, June 2

\*Focus: Close Reading and Questioning & Discussion Techniques w/ an emphasis on supporting ELLs  
Staff Developers will provide teachers with structures, strategies and supports we can use with our diverse

learners as they read

complex texts as defined by the CCLS

#### TC Expertise Topic Days

Shanna Schwartz -- "Using Shared Reading to Boost Word-Solving Comprehension in Higher-Level Complex Texts" (December 16)

Colleen Cruz -- " Making Reading Accommodations for Students with IEPs" (January 30)

Annie Taranto -- "Weaving Argument into Your Units of Study and Across the Year" (November 20)

Rebecca Cronin -- "Using Cross-Genre Text Sets to Support Vocabulary and Close Reading" (January 8)

\*Workshops were selected based on the needs of our ELL learners as they relate to the demands of the common core. Experts have been made aware of our high ELL population and will be tailoring their days to provide teachers with strategies they can use with ELL students in order for them to meet the demands on CCLS.

#### TC Leadership Days

Leadership days occur 1x/month from October 2013-May 2014. Teachers were selected based on leadership abilities and understanding of workshop model. Teachers will work on new strategies and initiatives with the TC think tank on integrating the CCLS into the curriculum and lead support days at PS 1 with our staff.

Primary Grades – Kate Schir

Upper Grades – Jennifer Lio

#### TC Calendar Days

\*The workshops below are meant to support teachers in enhancing the curriculum as they prepare our diverse students to meet the demands of the CCLS.

Date Title

Wednesday, August 28 Gearing Up from Significant Improvements in the Fall Kindergarten Curriculum – Conventional Reading and Writing (K)

Wednesday, September 18 Diverse Needs, Diverse Learners: Practical Methods, Structures and Systems for Accelerating

Learning in the ICT and Self Contained Classrooms (Grade 2-5)

Friday, September 20 New Methods to Support Reading Closely and Analytically and Writing with Heightened Consciousness

of Author Craft (Grade 4–5)

- Tuesday, September 24 By Teaching Infor Writing Well you can ramp up your writing instruction and help kids read non–fiction
- Thursday, October 3 Third Grade SS Curriculum and Methods and Also State of the Art Information Writing (Grade 3)
- Thursday, October 3 A Content Area Work Day: Native Americans and Colonial America (Grade 4)
- Friday, October 18 How can we move readers who get stuck at early chapter book levels into more challenging text
- Monday, October 21 Leveraging shared reading and interactive writing to teach children to read text closely and develop  
stronger foundational skills
- Wednesday, October 23 Parents as Literacy Partners (Parents need tickets – free)
- Tuesday, October 29 Teaching Kids to Write (and Debate) Research–Based Arguments: Teaching the Qualities of Thinking,  
Writing, and Reading that Produce Essays, Position Papers, Debates and Critical Readers (Grade 5)
- Friday, November 1 Persuasive Essay, Literary Essay and Debate: Taking Students’ Argument Work to Even Greater Heights  
(Grade 4)
- Thursday, November 7 Accelerating Vocabulary Acquisition for Primary Students
- Tuesday, December 3 Literacy Rich SS – By Planning a Unit on Community you can learn new methods for SS instruction (Gr 2)
- Wednesday, December 4 A Closer Look at Text Complexity and Close Reading in Non–fiction Studies – Grades 3–6
- Friday, December 6 Supporting English Language Learners as they Learn to Tackle Higher Level Texts, Develop Stronger  
Comprehension Skills and Take Ownership of their learning in Reading Workshop (Grades 3 – 5)
- Monday, December 9 Teach Children to respond to their Reading in Ways that lead to deeper thinking, stronger talk and help  
readers find significance in their texts (1–3)
- Tuesday, December 10 Moving into Conventional Reading with Success (K)
- Monday, December 16 Small Group Instruction Can Help Lift Kids into More Complex Texts and Teach transferable skills that  
kids can replicate to make them stronger readers (1–3)
- Tuesday, January 7 Persuasive Letters, Baby Literary Essays and other kinds of writing about reading – Teaching children to  
answer text based questions, work towards ccss levels of comprehension and cite textual evidence to

support of a claim (2)

Wednesday, January 8 It's Rigor, Not Rigor Mortis: Strategies that Create Attentive, Close Readers Who Actually Want to Read

(Grades 4–8)

Monday, February 10 Using Dramatization as Way to Deepen Character work in reading and develop fiction and Personal

Narrative Strategies in Writing

Tuesday, February 11 Harnessing Our Best Instructional Practices to Prepare Students to Meet the Challenges of the ELA

(Grades 3 – 5)

Monday, March 3 Shared reading to support language development, speaking and listening standards, comprehension

and word solving in fiction and informational texts for ELL's

Ongoing PD

10/4, 12/13, 2/4, 3/27, 5/7 Lead Teacher K–2

Ongoing PD –

9/24, 10/24, 12/19, TBD, 5/8 Lead teacher 3–5

Office of English Language Learners (OELL)

RTI for ELLs – 5 day series – September 25, October 11, November 19, December 10, January 14

Building a Strong Tier 1: The Cornerstone of Effective Reading Instruction for ELLs– 3 day series: 11/ 8, 11/9 & 11/16 or 11/30

NYSITELL Training – 1 day – 10/3

Network/District/Cluster Professional Development & Support

Principal's Conferences 8/28, 10/30, 12/18, 2/26, 5/28

TC Principal Conference 11/6, 12/4, 1/8, 2/5, 3/5

Principal's Instructional Rounds 10/4, 12/6, 2/7, 5/2

Assistant Principal's Conferences 9/18, 11/20, 1/29, 3/19

New Assistant Principal's Meetings 10/25, 12/19, TBD, TBD

Guidance Counselor Meetings 9/25, 11/13, 1/15, 3/12, 5/21

Parent Coordinator Meetings 10/16, 12/10, 2/11, 5/22

New Special Ed Teacher Support Group 9/30, 10/28, 11/18, 12/9, 1/27, 2/24, 3/24, 5/19

Special Ed Liaison Meetings 10/9, 12/11, 2/12, 5/14

IEP Teacher Study Group 10/23, 11/25, 12/16, 1/29, 2/27, 3/26, 5/28

Instructional Lead Meetings 10/22, 12/13, 2/28, 5/30

ELL Institute – 10/31, 12/11, 2/13, 3/20, 5/21

New ESL Teachers Support Meetings 10/24

Tailored In-House Support for Teachers of ELLs 1/9, 1/23, 2/4 , TBD, 2/27

Secretarial Training – 11/5/13

Guidance Training – monthly

School Psychologists Training– monthly

Parent Coordinator Training – monthly

#### Intra-school Professional Development

Administrative Monthly Meetings – Meeting takes places the first week of each month from October through May.

Inquiry Monthly Meeting – Meeting takes places the first week of each month from October through May.

Faculty Monthly Meeting – Meeting takes places the third week of each month from October through May.

Bilingual/ESL Monthly Meetings – Meeting takes places the second week of each month from October through May.

Monthly Math Planning – Meetings take place once a month for each grade after school

Monthly Literacy Planning – Meetings take place once a month for each grade after school

Inquiry Monthly Meeting – Meeting takes places the first week of each month from October through May.

Inquiry Weekly Meetings – Meetings take place once a week on Thursday mornings

Math Learning Walks – Walks take place once a month; last Wednesday of each month

Literacy Learning Walks – Walks take place once a month; days change

Self Contained/ICT Monthly Meetings – Meetings take place once a month during the second week of each month from October

2013–May 2014

Paraprofessional Training – 11/5/13

#### Additional Professional Development & Support

Goldmansour & Rutherford Professional Development Days – During these sessions teachers will be learning about Co-Teaching Methods, Strategies and Supports in order to meet the needs and support independence of our diverse learners as they work towards the CCLS. Teachers are arranged in partners or triads for these tailored sessions: GE/ESL, GE/SE, GE/ESL/SE based on the professional development needs.

Dates are as : (1) October 11; (2) October 30; (3) November 8; (4) November 22; (5) December 6; (6) December 19;

(7) January 3; (8) January 24; (9) January 31; and (10) February 14.

Estrellita Professional Development – Developing Reading in NLA – This foundational reading program supports the NLA work in our

### Pre-K, K and 1 Bilingual and Dual Language Classrooms

- Teachers: October 29 and 30, 2013
- Coaches: October 29 and 30 and November 25, 2013

TCICP Teacher Group – This is an Inquiry to Action Group that works to provide scaffolded instruction to meet the needs of diverse

learners as we work towards the demands of the CCLS. 10/22, 11/7, 12/12, 1/16, 2/13, 3/13, 4/24, 5/8, 6/5

### Go Math PD

- 7/30, 8/1, 10/17

### NYC DOE Division of Students with Disabilities and English Language Learners

Managing Student Behavior 10/5, 11/1, & 12/6

### Title III Study Group on Close Reading with Lens on ELLs

- Nov 4th, 11th & 18th, 2013

### Brooklyn Museum Professional Development Dates – January 2014 TBD

### New York Historical Society – Professional Development dates – January 2014 TBD

Pre K Work Sampling Professional Development – takes place during Pre K non attendance days ( 10/24, 12/12, 1/30, 4/10)

All staff members receive a minimum of 7.5 training (10 hours for special education staff) whether in house using with our coaches or via workshops provided by OELLS and the network. All trainings provided are to support teachers content knowledge and intergration of the CCLS into our curriculum while providing access to all learners including ELLs.

## D. Parental Involvement

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

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

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

In an effort to educate parents of our bilingual and ESL students, our bilingual teachers will collaborate with the administration to host a special series of parent workshops. These workshops will be organized by our Parent Coordinator with support from Bilingual and Dual Language staff. Via these workshops, parents will be provided with a practical and theoretical framework for bilingual education. Also, through these workshops, we hope to be able to retain parental support for these programmings and foster an environment of open communication.

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

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

parents become proficient in English enabling them to participate fully in their children's education.

Other Community Based Organization programs include Center for Family Life, which also offers services and workshops in family counseling and social work for those in need, GED classes and ESL classes. Parents are invited to participate in workshops on the state standards and family literacy and math. This program will assist parents of ELL's in reading and math skills. Certified teachers and math/literacy coaches will teach the class.

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

Parent needs are communicated via various avenues. A primary source of information is the school's Parent Coordinator, Maribel Pina. The Parent Coordinator sends out surveys and communicates regularly with parents to see what their needs are. Further, the school has an active PTA that holds monthly meetings for other parents. Teachers are invited to these meetings to share ideas and listen to the questions and concerns of parents. The administration meets monthly with the Executive PTA Board to discuss ideas and their concerns. The School Leadership Team meets monthly to address concerns as well. It is from these sources that P.S. 1 has gotten the feedback that led to our current activities and resources. For example, many parents have expressed frustration when trying to help students with increasingly difficult homework as standards have changed due to the Common Core. As a result, P.S. 1 has offered the various workshops previously listed. Additionally, parents have mentioned having difficulty helping students with homework due to their own English language proficiency. This feedback has encouraged P.S. 1 to open and maintain the ESL parent class to support parent English development. Further, when parents requested more time for the program, the meeting times were extended last year. It is through this process of constant and open communication that P.S. 1 addresses the needs of our parents.

## E. Additional Information

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

Paste response to question here:

# Part VI: LAP Assurances

**School Name: P.S. 001: The Bergen****School DBN: 15K001****Signatures of LAP team members certify that the information provided is accurate.**

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jennifer Eusanio	Principal		11/6/13
Richard Vargas	Assistant Principal		11/6/13
Maribel Pina	Parent Coordinator		11/6/13
Jacquelyn Wagner	ESL Teacher		11/6/13
Antelma Martinez	Parent		11/6/13
Marisol Sheenan	Teacher/Subject Area		11/6/13
	Teacher/Subject Area		11/6/13
Mary Tomac	Coach		11/6/13
Caren Hinckley	Coach		11/6/13
Wanda Soto	Guidance Counselor		11/6/13
	Network Leader		11/6/13
Lynette Cartagena	Other <u>Assistant Principal</u>		11/6/13
Julia Hynes	Other <u>Teacher/Data Specia</u>		11/6/13
Pam Tedesco	Other <u>Secretary</u>		11/6/13
Margaret Hill-Collins	Other <u>Related Services</u>		11/6/13

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

*Requirement under Chancellor's Regulations – for all schools*

DBN: 15k001 School Name: PS 1: The Bergen

Cluster: 4 Network: 409

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

### **Part A: Needs Assessment Findings**

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

As stated in our School Register 89.26% of our school population is Hispanic and 6.69% is Asian. This year we have more Chinese speaking parents. Based on the ATS Preferred Language report 62% of our parents prefer their written information in Spanish and 12% of our Chinese parents prefer their written information in Chinese. These parents/guardians need verbal and/or written information to be translated so that they may be informed of current curricular mandates, testing, current events and procedural policies. The language needs of the community are reviewed regularly by the parent coordinator before sending notices home to parents.

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

Our findings show that of the 1,288 students registered at Public School 001, 62% of the Hispanic population prefers to have their parent notifications sent home in Spanish. This information is shared by school staff members during:

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

## Part B: Strategies and Activities

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

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

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

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

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

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

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

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

1. The number of distinct documents that it translated into the covered languages and the general nature of such documents;

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

## 2013-14 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 #44](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 30.

Part A: School Information	
Name of School: The Bergen School	DBN: 15K001
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other: 0
Total # of ELLs to be served: 527
Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 15
# of certified ESL/Bilingual teachers: 8
# of content area teachers: 7

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Based on hand scoring of the LAB-R, 60% of our current Kindergarten class will be entitled to ESL services for a total of 139 ELLs. A Kindergarten ELL class is also made up of 25 students with little to no spoken English and suspected of having Newcomer Status. In addition, of our incoming Kindergarten ELLs, 28 have Chinese as a Home Language. We have also received first grade transfer students who identified Chinese as a Home language. This data marks a population and proficiency change within our building. Unlike other grade levels that enter with higher oral language proficiency, students within the 2013-2014 Kindergarten and first grade classes will need significant support building oral language and literacy skills.

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

### Grades K-5 After School Program

An after school program will run for 20 days, consisting of 13 staff members (12 teachers, 1 supervisor) for grades 2-5. The program will be held Mondays, Tuesdays, and Wednesdays from 3:15-4:15 as an after school program. The program will begin late January to mid-April, 2014. The primary goal would be to help students develop strong reading, writing, and math skills through small group, data driven instruction. Small group Math literacy sessions will be taught using Go Math Intervention. We will use "Getting Ready for NYSESLAT" to prepare students for the NYSESLAT exam.

- I. One scaffolded mini-lesson (Skill instruction, Shared reading, Shared Writing)

## Part B: Direct Instruction Supplemental Program Information

- II. Independent practice
- III. Whole group and/or partner share
- IV. Small Group Instruction (guided reading and learning centers)

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

Grant monies will be used to pay per session for staff members and to purchase instructional materials for the program.

### Making Books Sing (K-2)

"Making Books Sing" is a non-profit organization that uses literature and content area studies to bring theatre, song writing, and movement into the classroom. A bilingual teaching artist will collaborate with Spanish Dual Language, ESL self-contained, and TBE classroom teachers to plan a student led performance based on a text from the curriculum. Ten lower grade classes will participate in a 8 week session that includes tickets to a performance provided by the company, and artists run sessions in which students will study and adapt one text. Teachers will choose a content area text on a social issue. The goal is to explore a variety of reading skills including story elements, character, and word choice, in a way that allows for oral language development and whole class participation. Additional after school planning session for teachers will be provided. The planning session will be held with the 10 teachers and 1 coach facilitator.

## Part C: Professional Development

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

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

Begin description here: This year the focus of our professional development will be on Content area/Close Reading in Grades 3-5 to support teachers in developing deeper thinking and conversation around complex texts while considering the needs of ELLs. This will improve our ELLs in their understanding of the text and English Language acquisition in order to increase their scores on the ELA, Math, Science, and NYSESLAT examinations. In order to best prepare students for these challenges teachers must be given the opportunity to engage in rigorous planning and collaboration with colleagues.

### Part C: Professional Development

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

"Estrellita Training"

"Newer Teacher Nuts and Bolts"

"Preparing students for the NYSESLAT"

Teachers will be granted the opportunity to participate in OELL workshops focusing meeting the demands of the Common Core Learning Standards at no cost.

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

Our CFN will also be supporting five Kindergarten and five first grade teachers with their work with ELLs. They will meet four times for three periods each for which substitutes will be hired. A fifth session will be for shadowing for which one substitute will be hired. They will meet on January 9, January 23, February 27, March 13 and the shadow day will be on February 4th.

### 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 ESL Classes

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

**Part D: Parental Engagement Activities**

and practice language acquisition skills. A paraprofessional would be hired for the 19 sessions to work with the children after school while their parents are in the ESL program. The paraprofessional will conduct read alouds and homework help with the students.

We received transfer students from a neighboring school. These students dominant language is Chinese. As a result we will ensure that all materials and workshops have Chinese translation.

**Parent Workshops**

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

Flyers and translations will be provided at no cost.

Monies will be used to pay our staff members per session to plan for teaching Parent ESL Classes.

**Part E: Budget**

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

Allocation Amount: \$55280

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"> <li>• Per session</li> <li>• Per diem</li> </ul>	\$26,347.30	Instructional Afterschool Program (12 teachers x 20 days x 1 hrs)  240 hrs x \$50.40 = \$12,096.00  After School Supervisor (1 supervisor x 20 days x 1 hrs)  20 hrs x \$52.75 = \$1,055.00  ESL After School Teacher Training Meeting (12 teachers x 2hrs)  24 hrs x \$50.40 = \$1209.60

**Part E: Budget**

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

Allocation Amount: \$55280

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<p>ESL After School Teacher Training Meeting (1 supervisor x 2hrs)</p> <p>2 hrs x \$52.75 = \$105.50</p> <p>Per Diem for Making Books Sing Planning Session (3 subs x 1 day)</p> <p>3 subs x \$167.60 = \$502.80</p> <p>Parent ESL Classes</p> <p>(2 teachers x 10 days x 1 hrs)</p> <p>20 hrs x \$50.40= \$1,008.00</p> <p>1 paraprofessional x 1 hrs x \$29.04 x 10 days = \$290.40</p> <p>Per Session for Monthly k-2 Curriculum Planning/Conferencing (6 teachers x 2 hours x 10 weeks)</p> <p>120 hrs x \$50.40 = \$6,048.00</p> <p>Per Diem for ELL professional development and planning sessions (5 subs x 4 days) + 1 sub</p> <p>21 subs x \$167.60 = \$3,519.60</p>

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$55280

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	\$9,150.00	Making Books Sing  Services to supplement ESL, Spanish Dual Language, and TBE instruction during the school day.
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	\$20,295.10	ESL Instructional Materials:  ENGLISH NOW! Kits and Consumables  Getting Ready for the NYSESLAT and Beyond Grade K Class Packs  Getting Ready for the NYSESLAT and Beyond Grade 1 Class Packs
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		