



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: PS1 THE COURTLANDT SCHOOL

DBN (i.e. 01M001): 07X001

Principal: JORGE PERDOMO

Principal Email: JPERDOM@SCHOOLS.NYC.GOV

Superintendent: YOLANDA TORRES

Network Leader: DAN FEIGELSON

School Leadership Team (SLT) Signature Page

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

Directions:

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

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

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

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- 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. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- 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 SCEP 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 SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP 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).

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school's needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use

of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- 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.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) 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 (TIP) located on page 13 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
X	School Leadership Team Signature Page
X	The SCEP Overview
	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
X	1. A major recommendation with HEDI rating
X	2. Statement Of Practice (SOP) selected aligned to the goal
X	3. A goal aligned to the major recommendation
X	4. Instructional Strategies section, A-E for each strategy or activity that supports the goal
X	5. Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

School Information Sheet for 07X001

School Configuration (2013-14)

Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	685	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2013-14)					
# Visual Arts	1	# Music	6	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	87.2%	% Attendance Rate			91.9%
% Free Lunch	96.1%	% Reduced Lunch			2.2%
% Limited English Proficient	30.5%	% Students with Disabilities			16.7%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.9%	% Black or African American			21.4%
% Hispanic or Latino	75.1%	% Asian or Native Hawaiian/Pacific Islander			0.4%
% White	1.9%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	6.34	# of Assistant Principals			2
# of Deans	N/A	# of Counselors/Social Workers			2
% of Teachers with No Valid Teaching Certificate	1.7%	% Teaching Out of Certification			6.8%
% Teaching with Fewer Than 3 Years of Experience	49.2%	Average Teacher Absences			6.5
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	10.9%	Mathematics Performance at levels 3 & 4			15.7%
Science Performance at levels 3 & 4 (4th Grade)	72.0%	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)

American Indian or Alaska Native	N/A	Black or African American	No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	No	Limited English Proficient	No
Economically Disadvantaged	No		

Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)

American Indian or Alaska Native	N/A	Black or African American	No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	No	Limited English Proficient	No
Economically Disadvantaged	No		

Met Adequate Yearly Progress (AYP) in Science (2011-12)

American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	No		

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)

American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)

American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)

American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP

Describe the strengths of your school's 12-13 SCEP.

P.S. 001 Courtlandt School is an elementary school with 689 students from pre-kindergarten through grade 5. The school population comprises of 21% Black, 76% Hispanic, 2% White, and 1% Asian students. The student body includes 30% English language learners and 20% special education students. Boys account for 49% of the students enrolled and girls account for 52%. The average attendance rate for the school year **2012-2013** was 92.8%.

According to our most recent quality review, these are our areas of strength:

Innovative organizational decisions enable the school to make full use of resources to support attainment of the school's goals and accelerate student learning. (1.3)

Resources are well aligned to provide a technology-rich environment that offers multiple ways of meeting student needs both during the day and afterschool. To enhance questioning and discussion and to build academic language, the principal redesigned the flows of the day so that two days are devoted to literacy, adding explicit vocabulary and grammar instruction as well as interactive read-alouds to the school's customary reading and writing workshops. On alternate days, instruction focuses on mathematics, including a new period inspired by the faculty's study of Sherry Parrish's *Number Talks* when students articulate their mental math computation strategies and study math vocabulary. Demonstrations of learning, assessment, goal-setting and reflection occurs on Fridays. Teachers indicate this schedule is helping them work more deeply on the curricular goals and improves student focus. All classrooms are equipped with sufficient computers that students use for self-directed study, including some highly visual programs that are particularly supportive of the large portion who are English Language Learners or have Individualized Education Plans. In addition, students take technology classes where they learn advanced skills, such as creating three dimensional house designs using Google Sketch-Up. As a result, students have meaningful opportunities to create work products that reflect the school's aspirations to prepare them for the 21st century.

The school's commitment to fostering personal and academic growth amongst all stakeholders results in a culture of trust and respect. (1.4)

The school has built a positive culture that honors its vision of "health, happiness, and peace." Morning meetings reinforce the monthly themes that comprise the year-long focus on character building. Guided in part by a new customized monthly planner, selected books, art projects and choral and theatrical presentations reinforce these themes. Student voice is welcomed, and finds an outlet in their production of five yearly televised talk shows performed live in the auditorium for students and their families. In one student-produced video, students acted in a Star-Wars themed show to teach a visitor from another planet what respect means and how to demonstrate respect in the classroom, lunchroom, and hallways. A partnership with Ramapo for Children supports teachers, especially new ones, in creating environments that are conducive to learning. Consultants supplement the workshops with classroom-based coaching, and all teachers have participated in additional professional development in Character Counts and Second Step. As a result, in every classroom, an atmosphere of calm and focus on learning prevails. Parents feel welcomed at the school they describe as family-oriented, that communicates well with them, and that offers opportunities for their own growth in cooking, jewelry-making and English classes as well as art classes they attend with their children. Even though survey data revealed that over 90 percent of parents were satisfied with the

degree of safety at the school, the school continues to make improvements based on data. For example, when the analysis of the location of incidents last year revealed that many of these occurred in the playground, the school responded by involving school aids and volunteer teachers in organized play, such as soccer and hopscotch, leading to a further reduction in playground incidents. As a result of all these initiatives, incidents have plummeted from 200 to 129 this year and suspensions have declined from 29 to 12.

Strategic use of common assessments enables teachers and administrators to identify trends and track progress to make adjustments that meet the needs of diverse learners. (2.2)

A coherent vision of school improvement links professional development to desired changes in student behaviors, skills and outcomes to drive improvements in teaching and learning. (3.1)

2012-2013 Quality Review Report (P.3,4)

Describe the areas for improvement in your school’s 12-13 SCEP.

Integrate the Common Core standards and instructional shifts more deliberately across the curricula so that higher order skills are embedded consistently in all content areas to improve readiness levels. (1.1)

Institutionalize effective teaching practices to ensure that all students benefit from frequent opportunities to interact with their peers in challenging tasks. (1.2)

Describe the barriers and challenges encountered while developing and implementing your school’s 12-13 SCEP.

Our school did not have the most up – to- date state exam results in time to make important informed decisions regarding goals for the 2012-2013 year.

Describe the degree to which your school’s 12-13 SCEP was successfully implemented.

We achieve a high degree of success as reflected in our school progress report and most recent quality review. We received a letter grade of a ‘B’ in our student progress part of the Progress Report up from a ‘D’ from the previous year and a sustained a ‘Proficient Rating in our Quality Review.

Were all the goals within your school’s 12-13 SCEP accomplished?	X	Yes		No
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If all the goals were not accomplished, provide an explanation.

Did the identified activities receive the funding necessary to achieve the corresponding goals?	X	Yes		No
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Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP

Describe the anticipated barriers and challenges in developing and implementing your school’s 13-14 SCEP.

We do not anticipate any barriers in developing our 2013-2014 SCEP. We, however, anticipate the following challenges in implementing our 2013-2014 SCEP goals:

- We need more time to train and develop teachers in best teaching practices that are aligned to the new Common Core Expectations. Specifically, the successful implementation of the six shifts in ELA and the six shifts in math.
- We need more expert practitioners that can provide staff development to our teachers in specific areas such as text-based-close reading instruction, teachers’ ability to lift the level of text complexity in reading and writing for all our students across content areas and academic vocabulary with a focus on application, writing and oral discourse.

List the 13-14 student academic achievement targets for the identified sub-groups.

Our target for the 2013-2014 school year will be 60% of students up from 50% last year’s report card of the percent at 75th growth percentile or higher. And 62% of students in the lowest third citywide up from 59.6% in last year’s report card.

Describe how the school leader(s) will communicate with school staff and the community.

We will continue to communicate with the staff in several ways such as: Direct personal communication during faculty conferences, daily and weekly walkthroughs and classroom visits, weekly emails with updates about expectations and progress towards meeting our school academic goals, during weekly common planning meetings, study groups and Thursdays-weekly whole staff PDs. We will continue to communicate with our parents and community members through our weekly phone master announcements, monthly school calendar of events, academic letters to parents, monthly/weekly parent workshops, and monthly school events.

Describe your theory of action at the core of your school's SCEP.

Our theory of action is to ensure clear expectations regarding the school vision and goals and clear action plans to implement and realize these goals within the set timelines.

Describe the strategy for executing your theory of action in your school's SCEP.

Our approach is to embed all goals in all aspects of our school day to day instruction. All our teachers are asked to set goals that are aligned and are designed to support our SCEP goals. We have a school-wide instructional team that meets weekly to design PD support for all our teachers. The Instructional Team will engage in daily coaching, guidance and support to teachers that are fully aligned to our SCEP goals. The administrative team will engage in conversations regarding SCEP goals and expectations during daily formal and informal observations. Additionally, our guidance counselors, Assistant Principals and support staff will engage in weekly conversation with students and parents during assemblies and school events. Our staff will be provided with copies of the SCEP documents for further discussion during common planning meetings, weekly faculty PDs and monthly Faculty Conferences.

List the key elements and other unique characteristics of your school's SCEP.

We have one unified Instructional Focus for the entire year. We plan to lift the level of academic achievement and instructional rigor through the effective implementation and institutionalization of best practices in teaching academic vocabulary and academic language

Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.

We have our PD plan for every month already outlined. Consequently, we work every month to execute our PD plan and ensure we meet the PD goals set for every week and month.

Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

“Institutionalize effective teaching practices to ensure that all students benefit”. 2012-2013 School NYCDOE Quality Review Document Report, Page 6

Review Type:	QR	Year:	2012-2013	Page Number:	6	HEDI Rating:	Proficient
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Tenet 2: School Leadership Practices and Decisions

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	2.2 School leader’s vision	2.3 Systems and structures for school development
X	2.4 School leader’s use of resources	2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

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

By building a shared understanding of qualities of strong instructional practice, teacher effectiveness will be increased by 60% by June, 2014. Teachers will be observed three times informally and one time formally in short, frequent cycles and be given focused feedback using the Danielson research-based teaching framework that articulates clear, common expectations for teacher practice as evidenced in teacher observations as documented in Advance.

Instructional Strategies/Activities

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

1. Strategies/activities that encompass the needs of identified subgroups

- *In classroom, ongoing demonstration to teachers, provided by the administration and instructional school-wide support teams*
- *Calendar of professional development, with a common core focus, to meet the needs of both individual and teacher teams*
- *Administration ongoing conferring with teachers and students on a weekly basis.*
- *Each teacher will have an Individual Professional Development Plan –IPDP (Action Plan), in which teachers join administrators in setting personalized professional goals that are designed to meet Danielson Framework expectations and common core expectations.*
- *Teacher quality and effectiveness of conferences – including the analysis of conferring logs, and teacher designed tools for effective teaching during conferences*
- *Frequent timely and relevant feedback to individual teachers and feedback to group/staff regarding progress in meeting effective standards of teaching as set for by NYC Department of Education.*
- *Effective implementation of our Mentoring plan*
- *Academy of Collaborative Learning - Yearlong study group with a focus on small group instruction and conferring*
- *Individualized online PD support for all teachers*
- *Feedback provided to teacher using the Charlotte Danielson’s Framework for Teaching and Principal’s created rubric. Note: These are not used for teacher evaluation or rating, but for teacher development.*
- *Teacher’s individual goals and plan of action*
- *To align funding to enable teachers to attend regularly scheduled professional development that will deepen teachers’ understanding of differentiation through conferring and small group instruction. (Teachers College Reading and Writing Project- \$33,450 Title 1 SWP, Per Diem Rate \$154.97 for teacher coverage for 30 Teachers College Workshops - \$25,634 of Title 1 Priority Focus to support this goal.)*
- *Low inference classroom observations*
- *Analysis of teacher data (observations, walkthroughs, feedback, rubrics and learning walks) to determine appropriate professional development for teachers and staff*
- *Implementation of i-Ready web based internet- diagnostic, intervention and instructional program to effectively identify at risk students and students in need of*

additional instruction (\$14,470 of Title 1 SWP to support this goal)

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

1. Instructional Team, Network Instructional Support, TC Staff Developers, the administrators, the coaches (ELA & Math), the Literacy support staff, and mentors.

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

4. Using our TC benchmark assessments (Assessment Pro) four times a year or every two months, we will evaluate the progress, effectiveness and impact of our strategies.

5. Timeline for implementation and completion including start and end dates

1. Sept. 9, 2013 to June 24, 2014

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

1. Danielson Framework, Weekly Thursdays PD, Monthly Faculty PD conferences, Weekly Study groups before and after school, TC workshops, Yearly Retreats.

Budget and Resource Alignment

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

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

Use of computers to provide additional math instruction with a research based program –ST math. Use of i-Ready (software program) to diagnose and provide additional instruction in ELA and Math.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI	X	PF Supporting Great Teachers & Leaders

Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

"Integrate the Common Core standards and instructional shifts more deliberately across the curricula" 2012-2013 NYCDOE Quality Review Report, page 5

Review Type:	QR	Year:	2012-2013	Page Number:	5	HEDI Rating:	N/A
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Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	3.2 Enact curriculum	X	3.3 Units and lesson plans
	3.4 Teacher collaboration		3.5 Use of data and action planning

Annual Goal #2

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

By June 2014, the principal, administration, coaches, and network leaders will offer regularly weekly and monthly professional development sessions for teachers in best practices for implementing the common core shifts in ELA and math (with a focus on academic vocabulary, text based answers (ELA) and Fluency and Application (math) to enhance students' reading, writing, speaking, listening skills, mental math and real life application of math strategies when solving problems. Additionally, we will provide access to instructional resources, such as professional books, model teaching videos, etc. This will be evidenced in attendance sheets and agendas for all professional development, observed in teacher practice during classroom walk-throughs, assessed using Danielson's rubric, documented in Advance, and reflected in student work and assessments.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding

subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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. Monthly TLC math meetings, yearlong study groups with a focus on Academic Language and Academic Vocabulary, study group with a focus on conversations, weekly and monthly PDs with a focus on effective implementation of Common Core Shifts 4 & 6 (ELA) and 3 & 5 (math).
- B. Key personnel and other resources used to implement each strategy/activity**
6. Purchase of school-wide software for teaching and assessing vocabulary. Purchase of school wide student vocabulary workbooks with a focus on word parts, roots, prefixes and suffixes. Purchase of TC common core aligned curriculum and units of studies. Allocation of funds for per-session to provide additional after-school instruction to our subgroup population. **(\$1050 of TL FSS, \$12,973 of Title 1 SWP, and \$33,450 of Title 1 SWP to support this goal)**
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. Using our TC benchmark assessments four times a year or every two month, we will evaluate the progress, effectiveness and impact of our strategies
- D. Timeline for implementation and completion including start and end dates**
1. Sept. 9, 2013 to June 24, 2014
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- Teachers will be trained on the strategies involved in implementing Vocabulary/Spelling City and Vocabulary Workbooks for implementation in classrooms.

Budget and Resource Alignment

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

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

Additional instructional tools and resources provided to teachers include use of computers to provide additional math instruction with a research based program –ST math. Use of i-Ready (software program) to diagnose and provide additional instruction in ELA and Math. **(\$14,470 of Title 1 SWP funding used to support this goal)** Use of RTI – Great Leaps, Reading Rescue, Foundations, Wilson, and Reading Recovery to address the academic needs of ELLs, Special education students and at risks students.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

"the impact of the school's focus on questioning and discussion was evident, as most students had opportunities for partner talk and to answer questions in whole group discussions....However, such practices were inconsistent across the school, as evidenced by student work and in classroom visits. The absence of probing questions in small groups and in conferencing limits the degree to which students, including students with disabilities and English language learners, can demonstrate mastery. 2012-2013 NYCDOE Quality Review Report, Page 6

Review Type:	QR	Year:	2012-2013	Page Number:	6	HEDI Rating:	N/A
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Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X	4.2 Instructional practices and strategies		4.3 Comprehensive plans for teaching
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Annual Goal #3

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

By June 2014, bilingual students in grades 3-5 will demonstrate growth of two reading levels from their assessed levels at the beginning of the school year in reading, writing, listening, and speaking skills. This growth will be demonstrated through improvements in student language and comprehension, as measured by TC assessments. These students will participate in a PS 1X Afterschool Program in order to meet the specific needs of this population.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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

- *Using our TC assessments and benchmarks, students will be assessed regularly and at least 5 times (formally) during the school year to monitor academic growth over time.*
- *Provide quality and effective teaching through one to one instruction via small group instruction and conferring across all subject areas*
- *Provide quality and effective teaching through small group instruction*
- *Provide quality and effective teaching through integration of technology- using I-ready diagnostic and JiJ (ST Math)*
- *Provide leveled books selected to support language acquisition and curriculum content for ELL students and struggling readers.*
- *Analysis of student work monthly and bi-weekly*
- *All students set goals and meet to discuss progress in meeting goals*
- *School-wide ELL and Literacy common core planning team*
- *Quality of student oral presentations*
- *Standardized assessment results (summative)*
- *TC assessment results both formative and summative*
- *Interim assessments from Acuity and Aris*
- *Student work quality and mastery of skills/craft*
- *Benchmark assessments (TC & Math)*
- *I-ready post assessments and progress report*
- *Team goals*
- *Students' logs and notebooks*
- *Teachers' assessment binders*
- *Teachers conferring logs-notes*
- *Teacher assessments and progress reports*
- *School-wide study group with a focus on building academic language for ELLs. This study group will meet monthly during after school hours. (3 sessions X 2 hours X 5 participants X 154.97 (Tax Levy Funding)*
- *Per session for PS 1X teachers participating in the Afterschool Program designed to meet the specific needs of this population. \$100,000 of Title 1 Priority Focus/SWP funding to support this goal. 26 Teachers X 45 Sessions X 2 hours X \$41.98 = See Galaxy*

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

1. Classroom teachers, ESL teachers, Literacy Coaches, Support staff and instructional team members will implement the strategies selected to meet this goal.

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

1. Using our TC benchmark assessments (Assessment Pro) four times a year or every two months, we will evaluate the progress, effectiveness and impact of our strategies. Additionally, we will generate three school-wide i-ready assessments to triangulate with students work performance, assessment pro and performance tasks.

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

1. Sept. 9, 2013 to June 24, 2014

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

1. After school academic programs starting in October 2013 and ending in June 2014, before yearlong schoolwide study groups, weekly PD during common planning meetings, in classroom PD provided by our coaches and network support staff

Budget and Resource Alignment

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

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

Title 1 SWP

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness	X	PF Common Core
X	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Although there is evidence of 'scaffolded' teaching and learning, there is inconsistency in instructional approach to meet the differentiated needs of subgroups of students, with a keen eye towards students with disabilities, and provide them with appropriate strategies at multiple entry points. (1.2) 2011-2012 NYCDOE Quality Review Report, page 6

Review Type:	QR	Year:	2011-2012	Page Number:	6	HEDI Rating:	N/A
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Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	5.2 Systems and partnerships		5.3 Vision for social and emotional developmental health
	5.4 Safety	X	5.5 Use of data and student needs

Annual Goal #4

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

By June 2014, teachers will deepen their understanding of special education; develop strategies and scaffolds to provide differentiated instruction for all students; and create welcoming classroom environments and procedures that promote learning, as evidenced in records of teacher and parent participation in workshops and meetings, classroom observations, and student performance.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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

- Yearlong calendar of meetings to discuss SIT plan
- SIT plan team – protocols and norms
- Professional development from the network to support a more consistent approach to developing appropriate scaffolds for specific subgroups of students with IEPs
- Monthly PD with a focus on looking at IEPs to determine accuracy and relevancy to student academic needs.
- Flex programming for IEP students and students in Special Education classes

- Response to intervention plan (RTI) and Response to instruction (RTI2)
- School-wide interventions in ELA and Math
- Reduced numbers of referrals
- Improved interpretation and writing of future IEPs
- Attendance and Agendas to SIT meetings
- Successful mainstreaming of IEP students during flex schedules
- RTI data showing academic progress of students with IEPs
- Increased communication with parents regarding related services
- Improved communication between and amongst related service providers, IEP teachers and parents
- Increase numbers of students with IEPs showing more significant academic progress
- Ramapo Training for social/emotional development and classroom management for teachers(\$6,750 of Title 1 SWP funding to support this goal)
- Ramapo for Parents Training

1.

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

1. Members of the IEP team, Coaches (ELA & Math), Instructional Team, and administrative team.

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

1. Every 8 weeks the SIT and IEP team will reconvene to look at student progress, evaluate and determine next steps.

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

1. October 2013 through June 2014.

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

1. Professional Reading material, allocation of funds to train teacher for specific interventions, schedule of interventions, funds for additional instruction, planning and evaluation of interventions.

Budget and Resource Alignment

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .

	PF AIS		PF CTE		PF College & Career Readiness	X	PF Common Core
X	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs	X	PF RTI				PF Supporting Great Teachers & Leaders

Goal and Action Plan #5 Family and Community Engagement (Tenet 6)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

8.0 out of 10.0 parents when asked how often during the school year have you have received information about what your child is studying in school. (1.2) 2012-2013 NYC School Survey p. 5

Review Type:	Learning Environment Survey	Year:	2012-2013	Page Number:	5	HEDI Rating:	N/A
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Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X	6.2 Welcoming environment		6.3 Reciprocal communication
	6.4 Partnerships and responsibilities		6.5 Use of data and families

Annual Goal #5

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

By June, 2014, teachers, school staff, and administrators will increase the frequency, quality, and method of communication to parents every month to show an increase from 8.0 to 8.2 on the 2013-2014 NYC School Survey. This will be accomplished through ongoing parent workshops with a focus on the arts, academics, and parent/school participation.

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

- I-ready parent letters- detailed academic reports with an in depth description of progress
 - Assessment pro letters for ELA and Math
 - Report Cards
 - PS 1 School web site- EChalk (**\$2,245 of Title 1 SWP funding to support this goal**)
 - Parent workshops- LEAP, Studio in the School, Learning Leaders, dArts and Crafts, ELL Program Information Sessions,
 - School Newsletter
 - Parent/Teacher Handbook
 - Monthly Calendar
 - Parent/Teacher Breakfasts
 - Parent Trips
 - Monthly parent meetings
 - Monthly Events
 - Glow Program/ School Talk Show
 - Holiday Assemblies and Student performances
 - Studio in the School- Exhibitions of Student and parent art
 - Cook shop for Parents
 - Phone Masters
 - Learning Leaders for Parents- Training parents to be volunteers
 - Texuschool
 - Clothing Drive
 - English Language Courses
 - LEAP- Jewelry making/Knitting Workshops
 - Classroom Celebrations/Publishing Parties
1. Holiday Arts and Crafts Fair

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

1. Parent Coordinator, administration, librarian, hired consultants to provide workshops to parents and selected organizations.

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

1. Monthly meetings to look at attendance reports, incident reports, and parent workshops/meetings to determine progress and effectiveness of initiative and strategies

implemented. In looking at this data, we will determine next steps for each student and all teachers will be observed for a minimum of four observations as evaluated using Danielson's rubric and documented in Advance.

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

1. October 2013 through June 2014.

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

1. Monthly workshops and meeting to educate parents about the common core expectations and academic challenges for students. Letters will be sent home a minimum of 4 times over the course of the year that illustrate the child's progress in i-Ready, Jiji Math, and/or Assessment Pro

Budget and Resource Alignment

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

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

X- Title 1 SWP

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

PF AIS	PF CTE	PF College & Career Readiness	PF Common Core
PF ELT	PF Inquiry Teams	PF NYS Standards and Assessments	PF Parent Engagement
PF Positive Behavioral Management Programs	PF RTI		PF Supporting Great Teachers & Leaders

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	Great Leap, Foundations, Reading Recovery, Wilson, Reading Rescue	Small group instruction, one-to-one, after school tutoring.	Extended Day Instruction, After school and Saturdays
Mathematics	Great Leaps for math, Jump Math, Common Core math Clinics	Small group instruction and one-to-one.	Extended Day, after school and Saturdays.
Science	Hot Topics	Small group instruction	After school, extended day and Saturdays
Social Studies	Hot Topics	Small group instruction	After school, extended day and Saturdays
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Second Steps	Whole group, small group and one-to-one	During school hours, and extended days

**Title I Information Page (TIP)
For School Receiving Title I Funding**

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

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.
<ul style="list-style-type: none"> • The school professional development plan is designed to support the development of all newly hired teachers and teachers in need of training to ensure Highly Qualified status. • Currently all teachers are Highly Qualified.
Title I funding 5% for Highly Qualified has been allocated to meet the needs of teachers identified as not Highly Qualified.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> • Newly implemented professional development session every Thursday from 8:00-8:37 with a focus on Common Core Expectations, Danielson Framework, and Teacher Effectiveness • School Wide Study Group with a focus on vocabulary instruction/Academic Language meeting before, after school , and during planning sessions. • Training on research based intervention programs, such as Great Leaps, Reading Rescue, Reading Recovery, and Wilson Language for teachers, paraprofessionals, and coaches. • Inter-visitations, model lessons, team meetings facilitated by the instructional coaches and administration with a focus on improving teacher practice and student outcomes. • In school lab sites and workshops facilitated by our Teacher's College Staff Developers for all grade levels.

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 <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
We utilize student data to make decision regarding the alignment of funding to ensure that target populations are meeting academic expectations.

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.).
<ul style="list-style-type: none"> • Pre-Kindergarten teachers participate in grade meetings, faculty conferences, school wide professional development and inquiry teams • Curriculum is aligned with the use of Superkids Reading Program, Balanced Literacy, and station teaching • Student progress is monitored by the administration, instructional coaches, and IEP team in order to make informed decisions regarding student placement, AIS needs, etc.

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.
Teachers participate in team and full staff meetings in order for them to gain and understanding of the assessments and the various assessment options. They participate in grade level meetings to investigate the data and to make informed decisions on instruction, student grouping, instructional next steps, etc.

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.

Parent Involvement Policy (PIP) Template

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

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

PS 1's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by PS 1.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, PS 1 will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

**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 7	Borough Bronx	School Number 1
School Name PS 1 The Courtlandt School		

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 Jorge Perdomo	Assistant Principal Eric Grande
Coach Rogelio Herrera	Coach Gladys Burgos
ESL Teacher Ms. Opong and Ms. Lepkowski	Guidance Counselor E. Hernandez
Teacher/Subject Area Ms. Valentin	Parent Ms. Galarza
Teacher/Subject Area Mr. Nunez	Parent Coordinator Desiree Galarza
Related Service Provider Ms. Bez	Other Ms. Vargas
Network Leader(Only if working with the LAP team)	Other Ms. Riddick, Pupil Accounting

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	6	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	2	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	640	Total number of ELLs	179	ELLs as share of total student population (%)	27.97%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	179	Newcomers (ELLs receiving service 0-3 years)	114	ELL Students with Disabilities	31
SIFE	0	ELLs receiving service 4-6 years	64	Long-Term (completed 6+ years)	1

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	68		8	44		16	1			113
Dual Language										0
ESL	46		3	20		4				66
Total	114	0	11	64	0	20	1	0	0	179

Number of ELLs who have an alternate placement paraprofessional:

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
SELECT ONE	23	25	20	16	9	14								107
SELECT ONE														0
SELECT ONE														0
TOTAL	23	25	20	16	9	14	0	107						

*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	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers: <u>0</u>	
Ethnic breakdown of EPs (Number):		
African-American: <u> </u>	Asian: <u>0</u>	Hispanic/Latino:
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>2</u>	Other: <u>0</u>

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	2	13	25	2	9	6								57
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic						1								1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		2	3	1	2									8
TOTAL	2	15	28	3	11	7	0	0	0	0	0	0	0	66

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)		1												1

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	1	15												16
Advanced (A)	1	18												19
Total	2	34	0	0	0	0	0	0	0	0	0	0	0	36

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													
READING/ WRITING	B													
	I													
	A													
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	17	3			20
4	14	3			17
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	9		8		1				18
4	11	6	6	1					24
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	4		6		7	1			18
8									0
NYSAA Bilingual (SWD)									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 Foreign Language				
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 Reading Test)								
Chinese Reading Test								

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.

We regularly use TCRWP and computer designed programs: Fountas and Pinnell, TCRWP, Great Leaps, I-Ready, and Reading Recovery. The insight that the data provides is very similar to the data provided by the NYSESLAT Modality Report from ATS. It helps us determine reading levels in order to guide student groupings and short and long term goals for each student to address in guided groups, reading conferences, and for whole group instruction.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The NYSESLAT data shows that the ELLs are making progress on the assessment by moving to the next proficiency level. Most of the students from second grade and above are advanced. Special education ELLs scored intermediate on the NYSESLAT. ELLs, who are at the beginning level, are newcomers. PS1 increased the pass rate from the previous year, 7 students proficient, to 43 students proficient.
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](#))

After reviewing the NYSESLAT data, the patterns reveal that the majority of students are strong in listening/speaking. The modality areas students need to improve on are reading/writing. The goal for this year is to increase proficiency levels in reading/writing amongst all ELLs. The ELLs need help and support for all four modalities of language in the following order: Writing, Reading, Listening and Speaking. The school leadership is using data to target students according to their needs by providing Extended Day classes, after school, Saturday Academies, etc.

4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

The patterns across proficiency and grades in the ESL program show that the school witnesses a high passing rate for 2nd grade students on the Spring 2013 NYSESLAT. All, but one, of the 2nd graders at PS1 were able to test proficient. In addition, there was a higher pass rate for ELLs in the 3rd to 5th grades, as we currently service 19 ELLs and the previous year we serviced 36 ELLs. Teachers and School Leaders receive the results of the interim assessment periodically. They use and analyze class results to drive instruction. These ELA assessments guide the teachers, reveal the skills needed to support further instruction, and demonstrate areas of improvement amongst the students. The teachers meet and plan collaboratively with the AIS Coordinatoor and Literacy Consultant to address concerns of our ELL population. Home language support (especially in Spanish) is used to support our ELLs.

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](#).)

Based off of LAB-R and NYSESLAT scores as well as classroom assessment, teachers of ELLs identify students who will benefit from Tier I and Tier II instruction. ELLs in grades K-2 identified as Tier I receive Reading Recovery, a literacy based intervention, and Sounds in Motion, a phonemic awarness, early literacy, and auditory perception program. ELLs in grades K-2 identified as Tier II also receive Sounds in Motion instruction. Students in 3-5, who have been identified as Tier I or Tier II, receive small group instruction during extended day, afterschool, Saturday Academy, and during periods during the regular school day. These students receive support using our research based intervention in order to target specific instructional areas of needs, such as fluency, word attack skills, phonics, and/or comprehension. The programs we utilize are Great Leaps Reading/Math, Reading Rescue, and iready Diagnostic Instruction.

6. How do you make sure that a child's second language development is considered in instructional decisions?
All thematic units are planned with the goal to develop specific language skills. In particular, all lessons have targeted language objectives. Additionally, students create learning goals around two modality areas that have been decided upon based off of their NYSESLAT score and other classroom assessments.
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?

Paste response to questions here:

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

In the school year 2011-2012, students were advancing to the next proficiency level; however, only seven students tested proficient on the NYSESLAT. In the 2012-2013 school year, after a more critical look at the data, teachers changed their instructional approach. As a result, forty-three ELLs tested proficient on the NYSESLAT in Spring 2013. Furthermore, we saw a large increase in students testing advanced.

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](#).) Students who are registering to NYC school system for the first time are provided with a welcome packet that includes the Home Language Information Survey (HLIS) in the parents' native language. The Home Language Information Survey is a required document parents have to fill out with pertinent information regarding the language spoken at home. The ESL instructors conduct an initial interview where it is determined if the student(s) speak any language other than English. The HLIS information is entered in the ATS system by our Pupil Accounting Secretary. Ms. Opong and Ms. Lepkowski, the ESL instructors, use the HLIS information to determine the language code, and if the students are eligible for the LAB-R test. For students who speak a language other than English, a LAB-R is scheduled within 10 days of enrollment. The LAB_R is administered by Ms. Opong and/or Ms. Lepkowski, who are licensed ESL teachers. Informal interviews are conducted in the parents' native language by our bilingual team and qualified DOE translators (for languages other than Spanish). The Spanish Lab is administered to students whose home language is Spanish, and whose English LAB-R raw score determined their proficiency as beginner, intermediate, or advanced. The HLIS are stored in the cumulative folders of the students and a copy is kept in the ESL instructors classroom.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines. Once students are tested and eligible for services, Ms. Opong and Ms. Lepkowski, the ESL instructors, Ms. Galarza, the Parent Coordinator, and Mr. Grande, the assistant principal, send letters to parents to attend our scheduled parent orientation sessions. At the beginning of the year, we schedule two parent orientation sessions one, in the morning, and one, in the afternoon, as well as make-up sessions. Additionally, we continue to reach out to parents who did not attend via telephone and written correspondence. Parent orientations are scheduled on an ongoing basis for new arrivals.

During this session[s], we meet with parents and explain the three program options offered by the NYC DOE. These include: Transitional Bilingual, Dual Language, and Freestanding ESL. Parents of newly identified ELLs are shown a video, which further explains the program choices. This video is in the parents' native language. We further clarify the programs we have available at our school: Transitional Bilingual and Freestanding ESL (Push-in/ Pull-out). Parents are given the opportunity to ask questions. The parent orientation is conducted by Mr. Grande, Assistant Principal, Ms. Opong and Ms. Lepkowski, ESL instructors, and Ms. Galraza, Parent Coordinator. Parents are informed that if there are 15 or more students in 1 or 2 contiguous grades and a parent chooses such program that program may be formed at the school. Parents are also notified of their right to choose a program at another school if their initial choice is not available at our school. The parent orientations take place at the beginning of the year in September and throughout the year as needed. Parents receive assistance with completing all required documents and forms; The bilingual team helps with this process and answers any questions parents may have. The bilingual team offers personal meetings as well as phone meetings to provide information to parents about the choices offered by the NYC DOE.

The outreach plan is as follows:

- a. Letter of invitation
- b. Phone call to residence
- c. Meeting
- d. Placement

The timeline for this process starts the moment the child enrolls in the school, and it is effective immediately. We ensure students are placed in a program within 10 days of enrollment. After the meeting, children are placed according to the parents' choice form in either our Freestanding ESL program or Transitional Bilingual ICT program. Parents are informed that if they do not choose a program, their child will be placed in the TBE program.

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 [\[see tool kit\]](#).)

Within the first ten days of registration the ESL instructors assisted by the Parent Coordinator, provide an orientation meeting for new parents. The team helps parents complete the Parent Survey and the Program Selection forms at the end of the orientation meeting. Additionally, the team makes phone calls to ensure that parents come to the school to fill out the forms. Marilyn Rivera, the Family Worker, Ms Galarza, the Parent Coordinator, and parent volunteers make calls to parents. Within the window of registration, the team sends entitlement letters in the parents' native language home with the students. Parents are asked to return a signed letter that indicates which orientation meeting they will attend. These letters are collected by the members of our bilingual team. Those returned letters are stored and secured in the ESL instructors' classroom. For parents who do not attend the meeting, the team continues to send entitlement letters until a meeting is scheduled with the parents. Public School 1 offers several parent orientation meetings attended by the Assistant Principal, the ESL instructors, and the Parent Coordinator in regards to the program choices offered by the NYC DOE. The parents are given the opportunity to ask questions in order to make informed decisions regarding the program in which their child[ren] will participate. Parent surveys are distributed and collected at the meetings. Parents are informed that TBE is the default program choice if they do not return the forms. The team informs that if a dual language program becomes available, they will be contacted.

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

The criteria used to place identified ELL students in bilingual or ESL instructional programs is the LAB-R and the parent selection form. The bilingual department meets with the assistant principal to determine placement of students.

Immediately following parent selection of a program, the team distributes placement letters to parents informing them of their child's program placement. Continued entitlement letters are sent to parents of students who will continue to receive ESL/bilingual services as indicated by the NYSESLAT. Lastly, discontinuation letters are sent to parents of students who scored proficient on the NYSESLAT. All records of these letters are maintained and stored in the ESL instructors classroom. Letters are sent to parents in their native language as determined by the Home Language Report.

The team communicates with parents via letters, phone, and personal meetings during arrival and dismissal time to set up meetings with parents that did not participate in the parent orientation provided at the beginning of the school year.

5. 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.

The ESL instructors, Ms. Opong and Ms. Lepkowski, administer the speaking section individually to all ELLs. Ms. Opong delivers the exam to grade bands K-2, and Ms. Lepkowski administers the exam to grade bands 3-5. For the listening, reading, and writing sections, students are broken up into small groups that are proctored by the ESL instructors as well as members of the bilingual team. There are several opportunities for make-up as needed. Students with IEPs are tested with their specific accommodations.

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. [①](#)

According to our analysis of the parent choice reports of the 2013-2014 school year, we had 39 students eligible for parent choice. From these parents, 13 selected the Transitional Bilingual program and 2 selected the ESL program. Additionally, we have 24 parent choice forms that we are following up on. The team places students who speak Spanish in the Transitional Bilingual Program until space permits. Therefore, all students, except the ones who selected ESL, are placed in the default setting (TBE). Our programs are aligned with the parents' requests. The responses received from parents indicate that ESL or TBE is their preferred program. When needed, we refer parents to a neighboring school if they choose a program that we do not offer such as dual language. The data shows that the parents have not opted for a dual language program. As the school is predominantly Spanish speaking, the parent choice has remained the same. 90% of our ELLs enter the school in Kindergarten, and the parent's choice has consistently been 50/50 with regards to Transitional Bilingual and ESL with little variant. The data comes from previous Parent Selection forms, previous HLIS, RHLA, and Place of Birth/Language Report.

PS 25 in District 7 offers a dual language program that our parents can select. These referrals when necessary are offered, recorded, and stored.

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])?

Transitional Bilingual Classrooms

There is one TBE class in each grade, and they are heterogeneously grouped (mixed proficiency levels). Within the classes, students are grouped according to their proficiency levels for instruction. Students who are grouped as beginners and intermediates receive two units of ESL instructions (360 minutes) weekly, and advanced students receive one unit of ESL instruction and one unit of ELA (180 minutes) per NYSNLA and NYSESL standards. The English Language Learners in Transitional Bilingual classes will receive instruction in the content area in their native language according to their language proficiency as determined by the NYSESLAT.

ESL

There is a pull-out/push-in ESL program for students whose parents have opted out of the Transitional Bilingual Program or for those students who speak a language other than Spanish. Kindergarten ELLs whose parents have selected ESL receive push-in services. ELLs are grouped in ungraded classes that do not exceed 15 students.

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

- A. First Grade Advanced group
- B. First and Second Grade Intermediate group
- C. Second and Third Grade Advanced group
- D. 4th-5th Beginner and Intermediate group
- E. 4th and 5th Advanced group

Instruction is delivered according to Part 154 that mandates 360 minutes for beginners and intermediates, and 180 minutes for advanced students.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

Teachers are informed about the mandated amount of units students receive based on Part 154 and based on the results of the NYSESLAT. Teachers receive copies of students' data.

In the Transitional Bilingual Education program, native language instruction is delivered according to the students' English language proficiency levels. The more English language skills the student acquires determines the amount of instruction in native language. Classroom teachers are provided with NYSESLAT data during PDs and faculty conferences. Teachers use this data to prepare and deliver instruction to ELLs. ELA is delivered explicitly according to the students' English language proficiency levels. The proficiency levels of the students determines the amount of time for ELA instruction. Students in the advanced level of language acquisition receive 180 minutes of ELA instruction per week.

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

Some of the instructional strategies that are employed by our faculty in both of our programs are differentiated instruction, scaffolding, balanced literacy, and balanced mathematical programs to support language acquisition. The faculty uses strategies that are outlined in the Principals of Learning that have been established to implement academic rigor. The ESL standards, balanced literacy, and Common Core Standards are also implemented in our ESL instruction. All teachers employ student centered learning in the classroom as well as inquiry based learning activities. The teachers are trained in data analysis and are able to group their students by levels of English language proficiency through the use of class profiles (ELSOL/ECLAS2 and DRA/EDL2) and Lab-R and NYSESLAT data.

Native language arts instruction is always delivered to ELLs in Transitional Bilingual Education for 180 minutes per week.

Native language support is used when needed in the ESL classroom. ESL instruction is delivered through the balanced literacy approach targeting literacy instruction through read-alouds, shared reading, interactive writing, shared writing, and word study. Specific strategies and scaffolds such as small group instruction, hands on activities, visuals, and technology (such as Smartboards, document cameras, flip cameras) support the different needs and learning styles of the students. The Teachers College Program is used to provide instruction to our students.

By looking at data from ATS, the faculty is able to determine what language must be used for evaluations. The ESL instructors keep copies of all languages spoken in a file cabinet in their classroom. By doing so, the ESL team ensures that ELLs are appropriately evaluated in their native languages when applicable.

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.

Transitional Bilingual

Content area instruction is delivered using the following curriculum: for ELA, Teachers College, and for Math, Go Math! The Go Math! curriculum is in English and Spanish. For science and social studies the teachers create unit that follow the New York State Scope and Sequence. Additionally, teachers utilize Hot Topics for science and social studies curriculum. ELA instruction is delivered in the home language. The teachers use translanguaging strategies to support language development in Math. Teachers teach vocabulary explicitly using the Frayer Model and others to support language development. Additionally, teachers use scaffolds (the SIOP Model) and differentiation to make content comprehensible and meet the demands of Common Core. Moreover, native language instruction is available in the content areas in math, science, and social studies. It is delivered according to proficiency levels provided by NYSESLAT data.

English as a Second Language

The ESL instructors support literacy via the Teachers College curriculum. Additionally, ESL teachers plan thematic units around the New York State Scope and Sequence, for science and social studies. Each unit has targeted language goals that are supported through specific language objectives, which guide students as they master the grammatical and lexical features of English. Moreover, units are also planned around Common Core Speaking, Writing, and Listening standards. In terms of instructional approaches, teachers use visuals, realia, scaffolds, and differentiation to meet the needs of the students.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
We currently use the Spanish Lab-R to determine native language proficiency in Spanish.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

English as a Second Language

Students take practice NYSESLAT assessments in the Fall and the Winter, which the teachers use to evaluate student progress in each of the four modalities. In addition, students build portfolios that include assignments that show progress in the modalities. Classroom assessments help the teachers guide instruction to match where students are in Speaking, Reading, Writing, Listening.

Transitional Bilingual

I-Ready assessments are used to evaluate progress in reading, listening and writing. Spelling City, Running Records, and Great Leaps are also utilized for assessments. Teachers also use TC classroom assessments to determine where the students are in the four modalities.

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).

a. SIFE

The parent survey is utilized to gain background information to better service the student. Materials chosen are based on

information required, and the academic needs of the student. We participate in Title III summer enrichment program, Saturday program, extended day, and support from an off-site agency when needed (Leadership Program). These supports mentioned above offer students with opportunities to develop their language and content skills through extra support and small groups focused around their needs. In addition, native language support is provided to the students following under this category with books, dictionaries, and audio books in their native language. Some of these students come with social and emotional needs that may require counseling, which is addressed by our counseling staff.

b. Newcomers

Data retrieved from ATS includes: the Modality Report, Years of Service, Exam History, Attendance, etc. Materials and instruction in the four modalities are provided to meet the needs of the students. Since NCLB requires ELA testing for ELLs after one year, these students are given ELA academic intervention services. These students attend Title III afterschool and Title III summerschool enrichment programs. Within the classroom, there is small group instruction and partner work in which students are paired according to language ability. Classroom libraries are filled with resources in Spanish and books on various levels to meet the needs of the students. The international Childrens Library is also used for languages other than Spanish. Also, students receive one-on-one instruction during SGI from ESL instructors. Students are also invited to participate in Newcomers Academy.

c. 4-6 Years of Service

Data retrieved from ATS includes: the Modality Report, Years of Service, Exam History, Attendance, etc. Students who have been in the program for more than three years and less than six years, continue to receive extra support. Many of these students are still mastering CALP so their instruction is focused in the Reading and Writing modalities. This support, includes but is not limited to: extended day programs, afterschool programs, early morning programs, parent meeting, personal conferences with the students and the opportunity to participate in our ELL academies.

c. Long-Term ELLs

Data retrieved from ATS includes: the Modality Report, Years of Service, Exam History, Attendance, etc. We have very few students that are long-term ELLs. These students are assessed in order to determine what skills need to be developed for language acquisition. These students participate in our academic intervention program and extended day. In addition, ESL and ELA is provided during the afterschool program. Some of these students might be referred for evaluation to determine what, if anything, is delaying their proficiency in English. Students who fall under this category show that their needs are in reading and writing as well as content knowledge; thus, to support their needs they are given small group instruction with targeted objectives.

e. Former ELLs

Former ELLs receive test accommodations such as, time and a half, separate location, native language support, and exams translated in their native language when available up to two years after passing the NYSESLAT. In addition to testing accommodations, they continue to receive support that varies according to student needs. They are closely monitored for academic progress. Classroom teachers and ESL teachers communicate on a regular basis to ensure that sufficient academic progress is made. If it seems that students are not making adequate progress, the ESL teachers may pull-out the student for additional support. Moreover, Former ELLs serviced through the Transitional Bilingual program remain in that program for the year following testing proficient. Students serviced via ESL are involved in ESL book buddies as well as other special events hosted by the ESL instructors. Teachers in the TBE and mainstream classrooms continue to use ELL specific scaffolds and differentiation during ELA instruction. Explicit vocabulary instruction also continues in the classrooms. Students also have access to ESL Brainpop in all classrooms.

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?

Teachers of ELL-SWDs use the following programs to provide access to academic content areas and to accelerate English language development: Reading Recovery, Wilson Foundations, Sounds in Motion, Spelling City, and Reading Rescue. Instructional strategies include visuals, realia, language experience approach, scaffolding, and differentiation.

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?

To ensure that all ELLs with special needs receive their mandated services, all service providers have a copy of the students' IEP. All service providers, including the classroom teachers and the ESL teachers, collaborate to create schedule and instructional plans that support student learning. Data retrieved from ATS includes: the Modality Report, Years of Service, Attendance, Exam History, etc. ELLs that are identified as having special needs are referred to our School Based Support Team (SBST). In turn, they evaluate and present recommendations. We then implement the remediation plan. These students have already received Tier One and Tier Two interventions and as a result, students with special needs receive small group/one-on-one instruction with a hands

on approach to learning. In addition, there is an emphasis on visual and technical support (such as, SMART boards, document cameras, and flip cameras).

Courses Taught in Languages Other than English 

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			
Social Studies:			
Math:			
Science:			

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

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

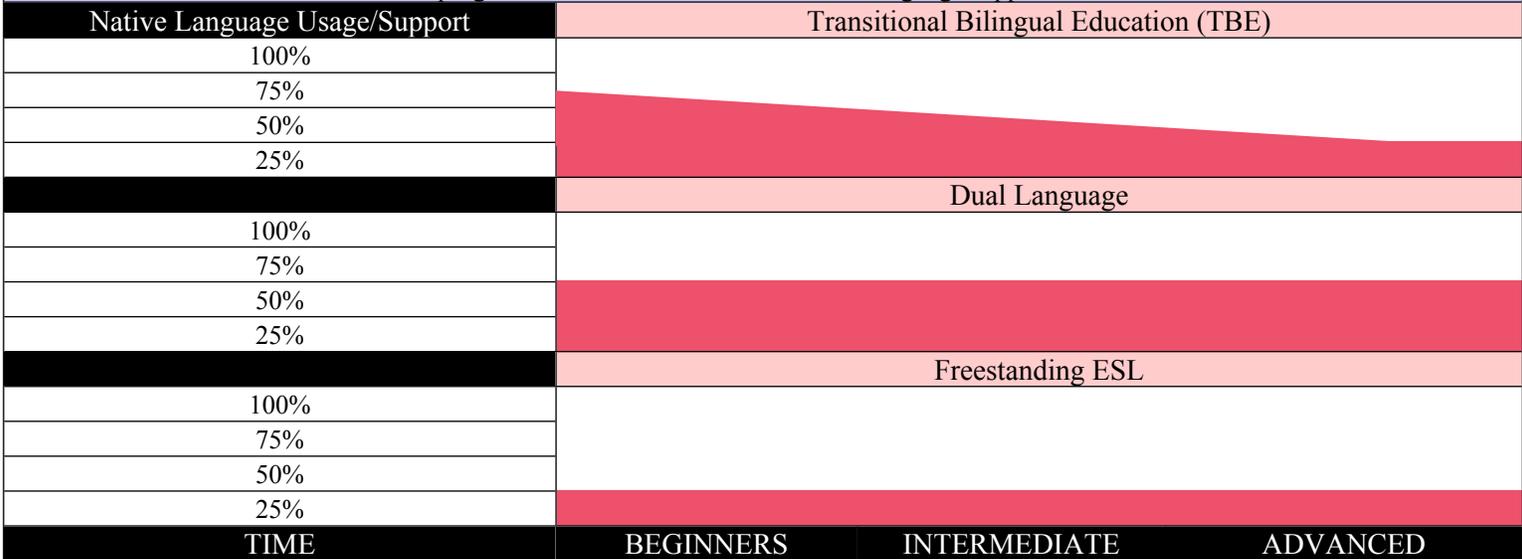
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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.

Targeted interventions for ELLs in ELA in the content areas include: Words their Way, Wilson Foundation, Fountas and Pinnell Phonics Lessons, Sounds in Motion, Reading Rescue, Reading Recovery, and ESL Brainpop. Based on multiple assessments, academic intervention services (AIS) are provided to students who show a need for support in ELA and the content areas. Targeted interventions for Math, Science, and Social Studies takes place in small groups to address specific needs in both language and content. Intervention services are provided to students reaching proficiency through the schools extended day programs. These services continue for two years after they exit the program.

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

After reviewing the NYSESLAT data, the patterns reveal that the majority of students are strong in listening/speaking. The modality areas students need to improve on are reading/writing. The goal for this year is to increase proficiency levels in reading/writing amongst all ELLs. The ELLs need help and support for all four modalities of language in the following order: Writing, Reading, Listening and Speaking. The patterns across proficiency and grades in the ESL program show that the school witnesses a high passing rate for 2nd grade students on the Spring 2013 NYSESLAT. All, but one, of the 2nd graders at PS1 were able to test proficient. In addition, there was a higher pass rate for ELLs in the 3rd to 5th grades, as we currently service 19 ELLs and the previous year we serviced 36 ELLs.

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

Every year, PS1X designs programs for ELLs in order to foster achievement. This year we have added four additional resources to build phonemic awareness and grammar: Sounds in Motion, Spelling City, ESL Brainpop, and Vocabulary workbooks. Sounds in Motion is a program used with K-2 ELLs which focuses on phonemic awareness, early literacy, auditory perception, and articulation through movement. ESL Brain Pop is used with ELLs 3-5 for grammar. Furthermore, the school is using Move to Improve, which is an academic physical education curriculum that supports healthy body and mind. TBE and ESL instructors use this program to review vocabulary and comprehension.

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

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

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

Students are asked to participate in programming via letters to parents. Parents sign consent forms, and students are placed in the appropriate program. All ELLs are afforded the opportunity to attend programs provided by the school. These programs include: Title III afterschool, ELL Saturday Academy, Title III Summer Enrichment Programs, extended day, and support from off-site agencies. In addition to the programs mentioned above, some ELLs participate in basketball, Chess in the School, Ballroom Dancing, Chorus, Leadership Program, Rock Band, and Mouse Squad. ELLs participate in all programs available. They are given the same opportunities as non-ELLs plus they have access to special groups created with funds designated only for ELLs.

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

Computers softwares are used for instruction including I-Ready, ST Math, ESL Brainpop, and Ipad applications. These softwares target the skills ELLs need to improve academically. In order to determine what skills to target, the ESL instructors and teachers look at the Modality Report. These literacy programs promote a better understanding of ELA:

- a. Words Their Way
- b. Wilson Foundations
- c. Fountas and Pinnell Phonics Lessons
- d. Getting Ready for the NYSESLAT
- e. Sounds in Motion
- f. ESL Brainpop.

Additionally, these content area programs support language development:

- National Geographic Non-Fiction
- Hot Topics (Evan-Moor Publications)

Go Math! (English and Spanish)

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

TBE

In the TBE program, English Language Arts is taught in English with the TC units of reading and writing. Native language is promoted, and used for instruction according to students' proficiency levels. Native Language Arts is taught for 180 minutes per week in the Transitional Bilingual Education model for all ELL students. The amount of Native Language support is given in the classroom depending on the students' levels of proficiency based on the NYSESLAT. Beginner level ELLs receive more support in their Native Language (i.e. 60 percent NL Instruction and 40 percent L2 instruction). This percentage continues to shift as the students gain proficiency. For example, advanced level ELLs students would then receive 40 percent NL instruction and 60 L2 Instruction.

ESL

ESL instructors use native language instruction for vocabulary support in the younger grades (K-2). Google translator is used in the upper grades (3-5) for clarification. ESL instructors are aware of transfer errors that students make in speaking in writing as a result of their L1.

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

All classroom libraries are leveled according to Fountas and Pinnell. Students are matched to reading levels based on Fountas and Pinnell, and content according to grade level. There is an abundance of non-fiction resources in each classroom.

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.

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

18. What language electives are offered to ELLs?

We do not have any language electives offered at PSIX.

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)?

Paste response to questions here:

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.

We apply research-based coaching and teaching strategies to support teaching and learning communities. We are also committed to effective differentiated professional development opportunities for systemic change. Staff development for our bilingual teachers, ESL teachers, and general education teachers throughout the year are numerous. They include classroom set-up, assessment training in EL-Sol and EDL2, ESL strategies in the content areas, reading recovery summer institute, re-occurring TC development, ELL study groups and Vocabulary study groups.

In particular, Bilingual and ESL teachers participate in trainings using the study group format to be trained in strategies and instructional approaches that focus on building academic language, ESL methodologies, Bloom's taxonomy, targeted interventions, and Common Core Learning Standards with a focus on vocabulary. We have several cycles of training over the school year. Within each cycle, we will have approximately 5-8 sessions of professional development. These sessions will address questioning techniques and oral language development. We also have a monthly, before school study group on ESL methodologies and teaching reading to English language learners. We have instructional support from our network, Children's First, who will provide after school professional development as well as support during the school day through classroom visits, workshops, consultants, and instructional approaches. The instructional team, including the administrative team, mentors, and coaches, will also provide support. They do so before school using the study group format, after school workshops, and during regular school hours in lab sites during the week and after school. In these sessions, teachers are visiting classrooms, observing instruction, and reflecting on the teaching practices observed. Additionally, staff are trained in data analysis and the SIOP model.

The Assistant Principals, teachers, paraprofessionals, guidance counselors, special education teachers, therapists, secretaries, parent coordinators, volunteers and school aides participate in the trainings. Professional development occurs the first Monday of every month at our faculty conference, every Tuesday at 7:15 in the library, three Thursdays a month from 8-8:37 in the gym, and during other times on-site and off-site as necessary.

Some of the trainings and PDs include:

- a. Study groups
- b. Inter-classroom Visitations
- c. Lesson Modeling
- d. Academic language and discussion techniques
- e. Vocabulary

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?

Our parent coordinator assists the ESL instructors with the compliance meetings for the parents of our ELL population. As previously noted, these take place at the beginning of the school year as well as throughout through a case by cases basis. Parents offer themselves as volunteers for many programs at our school. ELL families are invited to participate in regular meetings that happen every Wednesday at 9am. Invitations are sent in the parents native language. We use the DOE Office of Translation phone service when needed. Learning Leaders is a group of parents that volunteer at our school, and they also help with translation during our meetings. In addition, parents are invited to participate in classroom activities as well as shows and performances we host in the building. All communication is sent home in the parents native language or translated to them over the phone. The Parent Association plays a key role in supporting the academic, social, and cultural areas that support the success of English Language Learners. The school partners with LEAP to provide workshops for parents of ELLs. Translation is provided by the staff as well as the translation unit as needed. The parent coordinator and teachers evaluate the needs of parents by sending home a needs assessment form from Title I. This gives us insight as to how to better serve the parents at PS1. Our parental involvement activities, guide families of ELL students to make the best decisions for their students. They assist with helping them complete necessary paperwork and submit records that are required. Translation services are also provided to parents when needed. When translation is not available we request support from the Translation Unit at the DOE. The diverse cultural backgrounds from which the students come from is celebrated and respectfully accomodated by the school so that new families can become part of the PS1 community.

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: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: X001 School Name: PS 1X-The Courtlandt School

Cluster: 02 Network: 003

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

Part A: Needs Assessment Findings

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

Home Language Identification Surveys (HLIS) and parent teacher conferences are used to determine what translation services are needed. According to the HLIS, almost 90% of the families at our school speak Spanish, one family speaks Chinese, two families speak Arabic, three families speak French, and six families speak African languages such as Fulani, Mandingo, and Soninke.

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

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

Part B: Strategies and Activities

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

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

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

PS1 ensures that parents that are Limited English Speaking are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education. Oral interpretation is provided by school personnel for Spanish speaking parents, and we use outside interpreters for other languages as needed. Parents of English Language Learners meet with the Parent Coordinator and/or the ESL instructors in order to determine their language preference for receiving documents and oral communication. Such support enables parents to integrate education into family and home activities. Some of the interpretation services we provide for parents include: fairs, workshops, hearings, trainings, and assemblies. The current language status of each family is maintained in the ATS system. That data is provided by parents in their program selection form. Some of the activities where we will need translation and interpretation support include: parent workshops, the Middle School Fair, food preparation workshops, craft workshops, and a training for parents of strategies to help prepare their children for NYSESLAT success. We also use interpreters for SBST meetings and parent - teacher conferences. The Translation Unit is called as needed.

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

Parents of English Language Learners are notified of all opportunities that relate to programs and services for their children's education. The Chancellor's Regulations are distributed to parents in their home language and informative workshops are offered to parents. In addition:

- a.) Parents receive a copy of the Bill of Rights and Responsibilities
- b.) Languages available in translation are posted in the guidance counselor's office, in the main office, and in the entrance of the building. We determine the primary language spoken by the student's parents within thirty (30) days of a student's enrollment. If the language is not English, we determine whether or not the parent requires language assistance in order to communicate effectively with the school.
- c.) The school maintains an appropriate and current record of the primary language of each parent. Such information is maintained in ATS, on the Student Emergency Card, and in hard copy form in the ESL instructors classroom.
- d.) Our school's safety plan contains procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative office solely due to language barriers.
- e.) The Department's website shall provide information in each of the covered languages.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: PS 1- The Courtlandt School	DBN: 07X001
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

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

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

Part B: Direct Instruction Supplemental Program Information

Part C: Professional Development

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

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

Begin description here:

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

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

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

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

Part C: Professional Development

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

Part D: Parental Engagement Activities

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

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

Begin description here:

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

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

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

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

Part D: Parental Engagement Activities

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

Part E: Budget

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

Allocation Amount: \$

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