



# 2014-15 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**DBN: (i.e. 01M001):** 15k001  
**School Name:** BERGEN SCHOOL P.S.1K  
**Principal:** ARLENE RAMOS (I.A)

## Comprehensive Educational Plan Outline

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**Section 1: School Information Page**

**School Information**

School Level: Elementary School Number (DBN): 15K001  
School Type: Public Grades Served: Pre-K – Fifth  
School Address: 309 47<sup>th</sup> Street  
Phone Number: 718 567-7661 Fax: 718 567-9771  
School Contact Person: Arlene Ramos Email Address: ARamos4@schools.nyc.gov  
Principal: Arlene Ramos  
UFT Chapter Leader: Kathleen Massar  
Parents' Association President: Janai Lopez  
SLT Chairperson: Jessica Tamerlani  
Student Representative(s): \_\_\_\_\_

**District Information**

District: 15 Superintendent: Anita Skop  
Superintendent's Office Address: 131 Livingston Street, Brooklyn, N.Y.  
Superintendent's Email Address: ASkop@schools.nyc.gov  
Phone Number: 718 935-4317 Fax: 718 935-4356

**Cluster and Network Information**

Cluster Number: 4 Cluster Leader: Chris Groll  
Network Number: 409 Network Leader: Neal Opromala

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

**Directions:**

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk\*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.\*\*
- The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Arlene Ramos	*Principal or Designee	
Kathleen Massar	*UFT Chapter Leader or Designee	
Janai Lopez	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Jacqueline Cruz	Member/ Teacher	
	Member/ Support Staff	
Petronila Martinez	Member/ Teacher	
Jessica Tamerlani	Member/ Chairperson	
Guadalupe Cohetero	Member/ Parent	
Refugio Escamilla	Member/Parent	
Carmen Guerrero	Member/ Parent	
Erica Valentin	Member/ Parent	
	Member/	
	Member/	

	Member/	
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\*\*Signature of constituent only indicates consultation in the development of the CEP, not approval.

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

#### The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

<b>The Six Elements of the Capacity Framework</b>	
1.	<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	<b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	<b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

- 6. Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

### **The Quality Review and the Capacity Framework**

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### **NYCDOE's Quality Review (QR)**

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### **Next Steps for CEP Development**

School Leadership Teams should engage in the following steps:

7. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
8. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
9. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
10. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
11. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

P. S. 1 is comprised of 1277 students of which

- 50.67% female
- 49.33% male
- 88.02% Hispanic
- .31% American Indian or Alaskan Native
- 7.75% Asian
- .94% Black
- 2.9% White
- 41.66% ELL
- 89.58 % General Education Students
- 10.42% Students with Disabilities

Our School Mission Statement is:

We as a building believe that all our students can learn and move towards the Common Core Learning Standards when we as a school community:

Use data to inform our instruction

- Develop tools to support all our students' academic and social/emotional functioning including English Language Learners and Students with Disabilities
- Provide students with rigorous instruction to prepare them to be college and career ready
- Use technology to prepare our students for the 21st century
- Collaborate with our colleagues to reflect on our practices to support students' growth
- Actively communicate with our parents on how we can improve student progress
- Consistently refine on our teaching practices in order to promote student progress

In efforts to support our mission we collaborate with various stakeholders:

- Councilman's Office
- Center For Family Life (Community Based Organization)
- Lutheran Medical Center (Community Based Organization)
- Teaching Fellows
- Center for Integrated Teacher Education
- Parents

We have sustained and established special initiatives to encourage parents to be partners in our school.

- Monthly Meetings with Parents
- Fabulous Fridays
- Evening Workshops
- Yoga during Parent Engagement Time
- Technology during Parent Engagement Time
- English Classes for Parents
- Monthly Parent Trips

### Schools Strengths:

We have increased

- 6% in our Math Median Adjusted Growth Percentile
- 2% in Math Median AGP Bottom Third
- .59% ELA Early Grade Progress
- .65% Math Early Grade Progress
- .13 Math Average Student Proficiency
- 8.1% Math 5 level 3 and 4
- 2.2 % ELA Self-Contained % L3 and 4
- 4.1% ELA ICT % L3 and 4
- 3.1% Special Education Support Services % L3 and 4
- 4% Math Self Contained % L 3 and 4
- 15.1% Math Integrated Team Teaching % level 3 and 4
- 14.7 % Math Special Education Teacher Support Services level 3 and 4
- 6.7 % Math 75 or higher English Language Learners
- 3.2% math 75 or higher English Language Learners
- 3.3% Math 75 or higher Individual Education Plan
- 9.2% Math Black and Hispanic males in lowest third or 75% higher

### Accomplishments:

Overall we increased

- 2% in student progress
- 1.1% in School Environment

### Challenges:

We have decreased (45% Student Performance)

- 11% in the ELA Median Adjusted Growth percentile
- 1% ELA Median AGP Bottom Third
- 8% ELA % level 3 and 4
- .08% ELA Average Student Proficiency
- 4.5 Middle School Adjusted Core Course Pass Rate
- 11.8% ELA 75 or higher English Language Learners
- 7% ELA 75 or higher lowest third citywide
- 5% ELA 75 or higher Individual Education Plan

Key Areas of focus for this school year

- Sustaining students in Levels 3 and 4
- Students with Disabilities classified as Speech Impaired
- English Language Learners

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

#### Strengths

- Teacher’s College Reading and Writing Project Curriculum is Common Core aligned
- Literacy Teams create curriculum maps that include teaching points providing opportunities to practice Common Core Learning Standards, Universal Design for Learning Recommendations, and suggested Common Core Learning Standards aligned assessment for reading and writing.
- Lesson Planning with Common Core Standards
- Co-teaching models for Special Education Teacher Support Services and English Language Learners during Literacy Blocks
- Co-teaching models for Content Area (Science)
- Small Group instruction-based on Teachers College Reading and Writing Proficiency Data

(Reading Level, Writing Levels, Word Study)

- Literacy Teams, Staff Developers, and Professional Learning Communities create mentor text/models of mastery, rubrics, checklists and other teaching tools to provide supports for all learners.
- Culminating Motivational Activities such as Writing Celebrations, Parent Open Houses, Reading Projects, Collaborative Social Studies Research Projects.

#### Needs

- More professional development unpacking standards, understanding mastery, and implications for planning and instruction
- Ongoing formative assessment, Pre K- fifth grade to capture progress towards standards
- Data analysis opportunities and professional development on data driven planning
- Professional Development on Universal Design for Learning to support learners with speech and language needs
- Planning and articulation time for Individual Educational Plan and English Language Learner providers and classroom teachers
- Integrate more opportunities for self-directed and research-based learning within reading, writing and the content areas
- Consistent instructional practices to meet the needs of all learners

Date Sources:

Teachers College Reading and Writing Project (October 2014)

- Grade 1: 9% Level 1, 30% Level 2
- Grade 2: 46% level 1, 22% Level 2
- Grade 3: 17% Level 1, 60% Level 2

- Grade 4: 30% Level 1, 45% Level 2
- Grade 5: 70% Level 1, 26% Level 2

#### 2013-2014 ELA Results

- Grade 4: 40% Level 1, 45% Level 2, 16%, .01% Level 3
- Grade 5: 63% Level 1, 49% Level 2, 2%, .05% Level 3
- Overall teacher ratings based on the Danielson Framework
- School survey given in March 2014
- Parent survey given in March 2014
- Student achievement data from the 2013-2014 Common Core ELA and Math Exams
- Student achievement data from the 2014 NYSESLAT exam
- Analysis of TC benchmark data such as Running Records and the Teachers College Writing Continuum
- Analysis of mathematics end of unit assessments
- Analysis of data from New York City Performance Tasks
- Analysis of Grade 4 New York City Science Exam (written and performance assessment)
- Analysis of teacher observations (conference notes, checklists) for partnership work, small group work, and independent work
- Principal Performance Observation
- Mock Quality Review results
- Network visits
- Professional Learning Surveys
- Report Cards
- Student progress Reports
- Formative Instructional Walks (math & literacy)

#### Needs Assessments in Mathematics

##### Strengths:

- In 2013-2014, based on students' scale scores on the State exams, the math average proficiency rate for all students increased from 2.45 to 2.58 as measured on a scale of 1.00 to 4.50.
- In 2013-2014 the number of students in grades 3-5 scoring a level 3 or 4 on the NYS Common Core Math Test increased by 8% from 22% to 30%. The average score was 2.6 out of 4.5.
- In 2013-2014, third grade students achieved at higher levels than expected based on early grade progress with an increase from 2.27 to 2.92.

##### Areas for Improvement:

- **Based on our in-house September 2014 ECAM data for grades 1-2:**
  - 31% of grade 1 students are performing below grade level standards in the counting strand.
  - 61% of grade 1 students are performing below grade level standards in the numeration strand.
  - 68% of grade 1 students are performing below grade level standards in the addition and subtraction strand.
  - 70% of grade 2 students are performing below grade level standards in the counting strand.
  - 30% of grade 2 students are performing below grade level standards in the numeration.
  - 63% of grade 2 students are performing below grade level standards in the addition and subtraction strand.
  - 90% of grade 2 students are performing below grade level standards in the multiplication and division strand.
- **Based on our in-house September 2014 Math Computational Fluency Screener Assessments for**

**grades 3-5:**

- o 98% of grade 3 students are performing below grade level standards for fluency in addition and subtraction.
- o 89% of grade 4 students are performing below grade level standards for fluency in addition and subtraction.
- o 96% of grade 4 students are performing below grade level standards for fluency for multiplication.
- o 92% of grade 4 students are performing below grade level standards for fluency for division.
- o 74% of grade 5 students are performing below grade level standards for fluency in addition and subtraction.
- o 77% of grade 5 students are performing below grade level standards for fluency in multiplication.
- o 83% of grade 5 students are performing below grade level standards for fluency in division.

**Part 2 – Annual Goal**

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, the school will receive an overall rating of “proficient” on quality indicators 1.2 as measured by Principal Performance Observation or Quality Review Process.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>● Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>● Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>● Strategies to increase parent involvement and engagement</li> <li>● Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Professional Development for unpacking Common Core Learning Standards <ul style="list-style-type: none"> <li>● Professional learning communities (18 sessions)</li> <li>● Teacher’s College in-house consultants (24 days)</li> <li>● Teacher’s College outside workshops (20 days)</li> <li>● Coaching cycles (based on need)</li> <li>● Literacy and Math teamwork (monthly)</li> </ul>	Classroom teachers, students	Dec.-June ongoing cycles.	Classroom Teachers, Administrators, Coaches, Consultants, Teacher Leaders, Facilitators
Development of Formative Assessments <ul style="list-style-type: none"> <li>● Literacy Committee Develops monthly assessments and incorporates these assessments into curriculum map (monthly)</li> </ul>	Classroom teachers, students	Dec.-June ongoing cycles	Classroom Teachers, Administrators, Coaches,

<ul style="list-style-type: none"> <li>● Inquiry Approach Study Groups create assessments in vertical groups (bi-monthly)</li> <li>● Coaches co-create formative assessments in 1-1 coaching cycles (based on need)</li> </ul>			Consultants, Teacher Leaders, Facilitators
<p>Create Data Driven Practice</p> <ul style="list-style-type: none"> <li>● Inquiry Approach Study Groups examine and plan based on formative and summative data in vertical groups</li> <li>● Professional Learning Committees dedicated to planning data based small group instruction (12 x)</li> <li>● Coaches conduct data meeting analysis in 1-1 coaching cycles</li> <li>● Administrators provide periodic actionable feedback based on sub-group data (based on need)</li> <li>● Administrators conduct 1-1 data analysis meetings with teachers (yearly)</li> </ul>	Classroom teachers, students	Dec.-June ongoing cycles	Classroom Teachers, Administrators, Coaches, Consultants, Teacher Leaders, Facilitators
<p>Professional Development for Universal Design for Learning:</p> <ul style="list-style-type: none"> <li>● Instructional Lead Training in Universal Design for learning selected teachers (4 sessions)</li> <li>● 6-week turnkey during Monday Professional Community Timeslot (12 x)</li> </ul>	Classroom teachers, students ELL and IEP students	Dec.-June ongoing cycles	Coaches, TC Consultant, Classroom Teachers
<p>Planning and articulation time for Individual Educational Plan and English Language Learners providers and classroom teachers</p> <ul style="list-style-type: none"> <li>● Inquiry approach vertical study groups on math and literacy standards which include Individual Educational Plan, English Language Learners and general education teachers (bi-monthly)</li> </ul>	Classroom teachers, students ELL and IEP students	Dec.-June ongoing cycles	Classroom Teachers, Administrators/ Coaches, Consultants, Teacher Leaders, Facilitators
<p>Integrate more opportunities for self-directed and research-based learning within reading, writing and, the content areas</p> <ul style="list-style-type: none"> <li>● K-5 Social Studies Planning Committee dedicated to designing rigorous research-based content curriculum development (monthly)</li> <li>● Coaches and Literacy Committee create literacy maps for research -based units (ongoing)</li> <li>● Science-based investigations (ongoing)</li> </ul>	Students	Dec.-June ongoing cycles	Classroom Teachers, Science Cluster Staff
<ul style="list-style-type: none"> <li>● <b>Professional Learning Communities</b> - The math coach and math consultant will provide professional development on specific math concepts and related standards to build content knowledge</li> </ul>	K-5 teachers	Dec.-June ongoing cycles	Consultant, math coach, administrative staff
<ul style="list-style-type: none"> <li>● <b>Math Journal Tasks</b> - Teachers will implement a weekly math journal task aligned with the Common Core Learning Standards to assess student progress on</li> </ul>	K-5 teachers/ students	Dec.-June ongoing	Consultant, math coach, math teachers

<p>the major clusters</p> <ul style="list-style-type: none"> <li>● <b>Assessments (ECAM, Screeners)</b> All K-2 teachers will administer the Early Childhood Assessment in Mathematics twice a year to track student progress on the learning continuums in the areas of counting, numeration, addition and subtraction and multiplication and division. All 3-5 teachers will administer the Computational Fluency Screeners three times per year to track student progress on the learning continuums based on the Common Core fluency expectations for addition and subtraction and multiplication and division with whole numbers and decimals.</li> <li>● <b>Student Goals</b>-Students and teachers will create goals to meet grade level standards using ECAM, Computational Fluency Screeners, predictives and internal assessments. Teachers will meet with students on a regular basis to help them track their progress</li> <li>● <b>Math Inquiry Teams</b>-Inquiry team facilitators will provide opportunities for teacher discussions on strategies for differentiation, including language scaffolds, visual supports, and comprehension strategies for problem solving. Teachers in inquiry meeting cycles will analyze and evaluate student work, in order to provide students with actionable feedback and inform instructional practices</li> <li>● <b>Coaching Cycle</b>-Coaches will provide one to one coaching on strategies that support differentiated instruction.</li> <li>● <b>Skill-based Centers</b>-K-5 teachers will group students in differentiated centers aligned with their zone of proximal development based on their results in the ECAM and Computational Fluency Screener Assessments. On Fridays, students will be actively engaged in differentiated skill based centers to practice and further develop key concepts and skills from the Common Core number strand.</li> <li>● <b>Structure of the Math Workshop</b> – All teachers will follow the math workshop structure consisting of mini-lesson, independent practice, whole class share</li> </ul>	<p>K-5 students</p> <p>K-5 students</p> <p>K-5 teachers</p> <p>K-5 selected teachers</p> <p>K-5 Students</p> <p>K-5 teachers</p>	<p>Sept, Jan. June</p> <p>Sept-June ongoing</p> <p>Nov.-June Every other Monday during PLCs</p> <p>Sept.-June ongoing 6-8 week cycles</p> <p>Sept.-June Ongoing</p> <p>Jan.-June ongoing</p>	<p>Consultant, math coach, administrative staff, K-5 teachers</p> <p>Teachers</p> <p>Inquiry facilitators, inquiry core leaders, administrative staff</p> <p>Math Consultant, math coach, administrative staff</p> <p>Teachers, administrative staff</p> <p>Math Consultant, Math Coach, Teachers in Math Cycle</p>
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<ul style="list-style-type: none"> <li>• <b>Differentiated Centers (ECAM/Screeners)</b>-Teachers will group students based on their assessment data to provide small group targeted instruction in the form of differentiated skill based centers</li> </ul>	K-5 teachers	Sept.-June ongoing	Teachers math coach, consultant, teachers, administrative staff
<ul style="list-style-type: none"> <li>• <b>Small Group Instruction</b>-Teachers will provide small group strategy instruction based on identified student needs.</li> </ul>	K-5 teachers	Sept.-June ongoing	Teachers, Administrative staff
<ul style="list-style-type: none"> <li>• <b>Number Talks</b>-K-5 Teachers will conduct number talks 3 times a week to develop math fluency and reasoning as per Instructional Shifts # 1, 3 and 4 and the Common Core Learning Standards in Math.</li> </ul>	K-5 teachers	Sept.-June ongoing	Teachers, Administrative staff
<ul style="list-style-type: none"> <li>• <b>Math Team Planning</b> – Teacher lead committees will plan and share units of work during monthly meetings to facilitate instructional coherence.</li> </ul>	K-5 teachers	Sept.-June ongoing	Teachers and coaches
<ul style="list-style-type: none"> <li>• <b>After school Programs</b>-Teachers will work in the afterschool program to support struggling students using Title 1 and Title 3 allocation.</li> </ul>	K-5 teachers	Nov.-June ongoing	Teachers and Administrative staff

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Per Session Pay for Literacy, Social Studies, and Math Committees
- Per Diem Pay for Literacy, Social Studies, and Math Committees
- Literacy and Math Consultants and Teachers College Reading and Writing Project Workshop Dates
- Literacy and Math Coaches (In-House)
- Children First Network 409 Instructional Support
- Supplies
- Per Session Pay For Inquiry Core Facilitator Team
- Subscriptions for Web Based Resources
- Per Session Pay for After School Programs

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	<b>Tax Levy</b>	x	<b>Title I Basic</b>	n/a	<b>Title IIA</b>	X	<b>Title III</b>	x	<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 1) Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 2) Specify a timeframe for mid-point progress monitoring activities.

1) By January 2015, teachers will reassess students and the instructional team will review the assessments to determine student progress.

2) Administrators will develop a professional development plan with teachers to support student learning.

**Part 6b. Complete in February 2015.**

1) Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes		No
2) If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

3. Conduct a comprehensive assessment of your school's academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
4. Summarize your school's strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

- Overall teacher ratings based on the Danielson Framework
- Analysis of component 2a (culture) and 2d (behavior)
- School survey given in March 2014
- Parent survey given in March 2014
- Student achievement data from the 2013-2014 Common Core ELA and Math Exams
- Student achievement data from the 2014 NYSESLAT exam
- Analysis of Teacher's College benchmark data such as Running Records and the Teacher's College Writing Continuum
- Analysis of mathematic end of unit assessments
- Analysis of data from New York City Performance Tasks
- Analysis of Grade 4 New York City Science Exam (written and performance assessment)
- Analysis of teacher observations (conference notes, checklists) for partnership work, small group work, and independent work
- Student behavior analysis through anecdotes, individual student behavior charts, monthly progress reports, report cards and data from Online Occurrence Report (OOR)
- Meeting minutes from Response to Intervention Committee and Positive Behavior Committee

After completing the above, we have found that PS1's strengths are:

- Structures are in place to document student progress and growth
- Committees are established for on-going collaboration
- Administrators provide actionable feedback to teachers to ensure students feel safe, supported, and challenged.
- School survey data shows that 93% of parents who responded feel their child is safe in school
- School survey data shows that 96% of parents who responded feel the school has high expectations for their child
- School survey data shows that 89% of parents who responded feel teachers and staff members treat students with respect and that there are adults whom their child can go to for help with a problem.
- School survey data shows that 90% of parents who responded feel the school the school keep them informed about services that can support their child

Needs to be addressed are:

- Development of strategies that can be used for behavior management
- Reduce the number of OORS incidents and student infractions
- Tailor instruction to meet the needs of diverse learners so that students are given access to the Common Core Learning Standards
- Actionable feedback to teachers that supports the needs of diverse learners
- Establish systems to monitor the implementation of the on-going professional development support and

feedback given to teachers

### **Part 2 – Annual Goal**

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 95% of the teaching staff will receive an Measurement of Teacher Performance- rating of effective or higher on Danielson components 2a and 2d as measured by formal and informal observations.

### **Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>● Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>● Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>● Strategies to increase parent involvement and engagement</li> <li>● Activities that address the Capacity Framework element of Trust</li> </ul>			
Professional Development in classroom/behavior management	Teachers and Paraprofessionals	Nov.-June 6 week cycles	Facilitators such as teachers, coaches and additional support staff
Inter-visitations	Teachers	Oct-June ongoing (as needed)	Teachers
Mentoring	Mentees and Mentors	Oct-June ongoing	Mentors
PBIS Committee Meeting	Members	Oct-June 1x a month	Members
RTI Committee Meetings	Members	Oct-June Bimonthly	Members
PBIS Activities	All Staff	Oct.-June	All Staff

		ongoing	
Teachers will plan parent involvement activities and conferences every Tuesday during the "Parent Engagement" time.	Teachers	Sept.-June ongoing	Administrators and Teachers
Rich discussions of feedback to improve teaching practices	Administrators and teachers	Oct.-June ongoing	Administrators and Teachers
Danielson /Workshop Discussion	New teachers and teachers who received/ receiving an ineffective or developing Measurement for Teacher Practice Rating	Sept.-June ongoing (as needed)	Administrators and coaches

**Part 4 – Resources Needed**

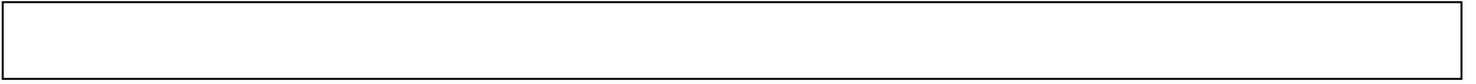
Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Per Session for Teachers Per Diem for Teachers Materials to support goals

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
x	<b>Tax Levy</b>	x	<b>Title I Basic</b>	n/a	<b>Title IIA</b>	x	<b>Title III</b>	x	<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.									

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 3) Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 4) Specify a timeframe for mid-point progress monitoring activities.				
By January 2015 administration will monitor student progress and teacher practice for areas of growth and potential development. Administrators will develop a professional development plan with teachers, and/or coaches to support student learning and teacher growth				
<b>Part 6b. Complete in February 2015.</b>				
3) Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes		No
4) If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				



## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### Part 1 – Needs Assessment

5. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
6. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Based on the last Quality Review conducted in May 2012 as it relates to Professional Development:

Our strengths are

- Principal has established a clear goal for school improvement that she is sharing with the school community. The school has provided a wide variety of professional development

Areas of Need

- Clarity of teaching points
- Curriculum Maps that include modifications for various learners
- Targeted Groups based on data
- Principal meets with Professional Learning Committee to brainstorm and monitor professional learning activities
- Based on the Danielson Framework ,only 95% of the teachers were rated as effective on component 4e (Growing Professionally).

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of the teaching staff will engage in professional development and teacher collaboration opportunities designed to improve both teacher practice as well as student outcomes resulting in 95% of the teaching staff receiving an overall rating of “effective” or higher on Danielson component 4e (Reflecting on Teaching) as measured by formal and informal observations.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>● Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>● Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>● Strategies to increase parent involvement and</li> </ul>			

<p>engagement</p> <ul style="list-style-type: none"> <li>Activities that address the Capacity Framework element of Trust</li> </ul>			
<ul style="list-style-type: none"> <li>Inquiry Meetings</li> <li>Professional Development - Weekly on Mondays as well as All Day Election Day/Brooklyn-Queens Day</li> <li>Common Preps – Daily</li> <li>Tuesday Parent Meetings when not meeting parents or weekly as needed – Meet for collaboration and planning (Strategies to increase parent involvement and engagement)</li> <li>Kindergarten Teachers Collaborate to create homework – Weekly</li> <li>Newsletter Collaboration – Monthly</li> <li>Sharing Data and Documents on-line or Turnkey of Professional Development through PS1Connects – As often as necessary</li> <li>Translation (verbally and of documents) - As need arises – Capacity Framework Element of Trust – Parent Involvement and Engagement</li> <li>Planning Trips together by grades – as needed</li> <li>Collaboration between Arts Teachers for planning, performances, and exhibits – As needed 3 to 5 X yearly</li> <li>Collaboration between arts teachers and Center For Family Life planning performances and exhibits together – monthly meetings</li> </ul>	<p>Inquiry Team Facilitators</p> <p>Pre-K-5 Teachers</p> <p>K-5</p> <p>Pre-K-5 Teachers</p> <p>K Teachers</p> <p>Pre-K-5 Teachers</p> <p>Pre-K- 5 Teachers</p> <p>Pre-K-5 Teachers</p> <p>Pre-K-5 Teachers</p> <p>K-5 Teachers</p> <p>Selected Teachers</p>	<p>Nov-June 2x a month</p> <p>Sept-June monthly</p> <p>Sept- June weekly</p> <p>Sept- June</p> <p>Sept- June</p> <p>Sept- June</p> <p>Sept- June</p> <p>Sept- June</p> <p>Oct- June</p> <p>Sept- June 3-5X yearly</p> <p>Sept- June monthly</p>	<p>Core Facilitators (Two-Teachers)</p> <p>Professional Learning Committee and Administrators</p> <p>Administrators</p> <p>Administrators</p> <p>Administrators</p> <p>Administrators</p> <p>Administrators</p> <p>Administrators</p> <p>Administrators</p> <p>Administrators</p> <p>Administrators</p>

<ul style="list-style-type: none"> <li>Sharing of resources and materials between teachers as well as in school lending library – as needed</li> <li>Teachers College Workshops – (lower grades and upper grades) – Twice yearly</li> <li>Fabulous Fridays – Preparing activities for parental involvement and engagement – Monthly</li> <li>Teachers Collaborate homework holiday and summer packets – (as needed)</li> <li>Inter-visitations – Kindergarten Dual Language – Pre-K visiting Kindergarten and First grade</li> <li>Collaboration and preparation of Parent Workshops by teachers for Math and Literacy for various grades for parental involvement and engagement – (6X )</li> <li>Wellness Committee – Physical education teachers and classroom teachers collaborate to come up with healthy habits for students and collaborate with Health Plus to work with parents in parental involvement and engagement – (Monthly)</li> </ul>	<p>Selected Teachers</p> <p>K-5 Teachers / Parents</p> <p>PreK-5 Teachers</p> <p>K-5 Teachers</p> <p>Pre-K-1 Teachers</p> <p>PreK-5 Teachers</p> <p>Wellness Committee Members</p>	<p>Sept- June ongoing</p> <p>Oct.-June on-going</p>	<p>Administrators</p> <p>Principal</p> <p>Principal</p> <p>Administrators</p> <p>Administrators</p> <p>Administrators</p>
<ul style="list-style-type: none"> <li>School Implementation Team (SIT)</li> <li>Building Response Team/Safety Committee – Collaboration to create a safe environment in the building to build trust –</li> <li>Behavior Committee -Positive Intervention Support – (PBIS) Teachers collaborate to improve student behavior and to foster student collaboration and morale</li> <li>Response to Intervention (RTI) – Reading – Looking at struggling students and providing intervention (Tier III) before having students referred for evaluation.</li> <li>Guidance and Teachers plan and implement Middle School Workshops for parental involvement and engagement (3 X).</li> </ul>	<p>Selected Staff</p> <p>Selected Staff Members</p> <p>Selected Staff Members</p> <p>Selected Staff Members</p> <p>Selected Staff Members</p>	<p>Nov.-June Monthly</p> <p>Sept.-June Monthly</p> <p>Oct.-June Biweekly</p> <p>Sept.-June Biweekly</p> <p>Sept.-Nov.</p>	<p>IEP Teacher, Administrators</p> <p>Guidance Counselor, Principal</p> <p>Guidance Counselor, Principal</p> <p>Administrators</p> <p>Guidance Counselor</p>
<ul style="list-style-type: none"> <li>During Parent Engagement Tuesdays teachers will provide Common Core Learning Standards workshops and informational meetings to support parents in understanding the standards.</li> </ul>	<p>All Staff</p>	<p>Sept-June Weekly</p>	<p>Administrators</p>

<ul style="list-style-type: none"> <li>Literacy Committee –Writing Units of Study aligned with the Common Core Learning Standards</li> </ul>	Selected Staff Members	Oct.-June Monthly	Coaches
<ul style="list-style-type: none"> <li>Social Studies Committee -Plan curriculum maps and create resources to support units</li> </ul>	Selected Staff Members	Nov.-June Monthly	Coaches
<ul style="list-style-type: none"> <li>Social Studies Committee -Plan curriculum maps and create resources to support units</li> </ul>	Selected Staff Members	Nov.-June Monthly	Coaches
<ul style="list-style-type: none"> <li>Math Committee – Writing Units of Study to align with the CCLS</li> </ul>	Selected Staff Members	Oct.-June Monthly	Coaches

**Part 4 – Resources Needed**

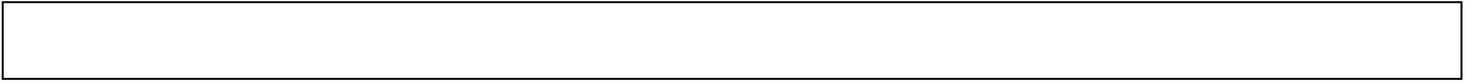
Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Per Session for Planning Per Diem for Planning Instructional Supplies Technology Libraries Office Supplies

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
x	<b>Tax Levy</b>	x	<b>Title I Basic</b>	n/a	<b>Title IIA</b>	x	<b>Title III</b>	x	<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.									

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 5) Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 6) Specify a timeframe for mid-point progress monitoring activities.				
By the end of January 2015 the formative student data will be reviewed to analyze progress towards goal. Data will be collected from classroom teachers and analyzed by the instructional cabinet and inquiry teams. An area of accomplishment and an area of focus will be identified. Professional development activities will be aligned with the areas in need of focus.				
<b>Part 6b. Complete in February 2015.</b>				
5) Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes		No
6) If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				



## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### Part 1 – Needs Assessment

7. Conduct a comprehensive assessment of your school's academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
8. Summarize your school's strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The finding on the Quality Review May 2012:

- A review of documentation indicated that school leader conducts formal and informal observations. However, there was limited evidence that, within observation documents, school leaders consistently provided teachers with clear targets for improvement or that school leaders utilized informal walkthroughs to monitor progress in teacher performance between formal observations.

As a result of these findings we have established new protocols:

- Based on the 2014-2015 City-Wide Expectations, teacher development must focus on supporting all students to meet the Common Core Standards by strengthening the common language and understanding of what quality teaching looks like by deepening the school community's continual comprehension of Charlotte Danielson's Framework for Teaching
- Assistant Principals conduct and enter their informal and formal assessments on Advance
- The Principal conducts informal walkthroughs to monitor progress in teacher performance between formal observations
- Principal provides feedback to teachers and administrators
- Assistant Principal Meetings are held to discuss observations and develop action plans
- The instructional cabinet meets weekly to discuss trends, professional development and a plan of action based on student data and teacher observations
- Data specialist compiles data and presents it to the instructional cabinet
- Monthly Professional Learning at Teacher's College
- Professional Learning Communities every last Monday's of the month
- Literacy and Math Coaches cycles that support teachers professional learning
- Mentors that support professional learning for new teachers
- In house differentiation of Professional Learning
- Network support with Professional Learning
- Encouraging teachers to turn key once they have attending professional meetings
- In August 2014 and September 2014, the Advance Team (Supervisor, United Federation of Teachers Chapter Chair and Teacher Team) met and attended the City-Wide Advance
- Teacher Evaluation Professional Development to foster teacher development in all competencies, in preparation of Measurement of Student Learning
- In August 2014, the Administrative Team established informal and formal observation protocols based on the Advance Teacher Evaluation System, as evidenced by 2014-2015 Advance updates
- September 2014- June 2015 the Administrative Team will provide the faculty professional development on the Danielson Framework and observation cycles
- In September 2014, February 2015 and June 2015 teachers will participate in the Advance Initial Planning Conference, Mid-year Conference, and End of Year Conference
- In September 2014, Administrative Cabinet created a menu of Teacher Professional Learning Options as

evidenced through surveys

- Administrative Team designed the 2014-15 Advance Annual Observational Calendar for the pedagogical staff
- Administrative Team will develop an Annual School-wide Professional Development Plan to differentiate Professional Learning to support teachers' individual professional goals
- Teachers will be provided with verbal feedback within three to five days and written feedback within forty-five days of the observation
- Each Advance observation will include actionable and meaningful feedback, which will be uploaded onto the DOE Advance on-line system
- On-going Administrative Team and Teacher Teams will meet inter and intra- grade to ensure constructivist depth of competency is achieved from grade to grade

### **Part 2 – Annual Goal**

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, the school will receive an overall rating of “Well Developed” on quality indicator 4.1 (Teacher Observation, Feedback and Support) as measured by the Principal Performance Review.

### **Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>• All teachers have met with their immediate supervisor and have a plan on how supervisors can support their professional learning</li> </ul>	Pre-K-5	Sept- June on-going	Administrators
<ul style="list-style-type: none"> <li>• Immediate supervisors will be tracking teachers professional learning</li> </ul>	Pre-K-5	Sept- June on-going	Administrators
<ul style="list-style-type: none"> <li>• Teachers will be selected to attend professional learning that directly correlates with their professional plan</li> </ul>	Pre-K-5	Sept- June on-going	Administrators
<ul style="list-style-type: none"> <li>• Professional Learning Communities have been established. Teachers may choose to facilitate or be part of a study group.</li> </ul>	Pre-K-5	Sept- June on-going	Administrators

<ul style="list-style-type: none"> <li>Literacy and content areas workshops are provided year-round to promote parental awareness of student's academic lives. Workshops for standardized testing are provided to give parents a clear understanding of test taking and the importance of building strong study habits for better results.</li> </ul>	Parents	Sept- June on-going	Administrators/ Parent Coordinator
<ul style="list-style-type: none"> <li>Provide teachers with survey and feedback that give them a voice in thinking about next steps</li> </ul>	Pre-K-5	Sept- June on-going	Administrators
<ul style="list-style-type: none"> <li>Parent Involvement Tuesday's supports our parental and teacher involvement and collaboration to support student outcome</li> </ul>	Parents	Sept- June on-going	Principal/Parent Coordinator
<ul style="list-style-type: none"> <li>Literacy and Math Coaches cycles that support teachers professional learning</li> </ul>	Selected Staff	Oct-June on-going	Administrators

**Part 4 - Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Professional Learning Materials Per Session activity for planning and workshops Per Diem to plan inter- visitations and intra- visitation Per Diem for workshops Per-Session School-Messenger

**Part 5 - Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
x	<b>Tax Levy</b>	x	<b>Title I Basic</b>	x	<b>Title IIA</b>	x	<b>Title III</b>		<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.									

**Part 6 - Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
7) Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
8) Specify a timeframe for mid-point progress monitoring activities.				
By the end of January 2015 the formative student data will be reviewed to analyze progress towards goal. Data will be collected from classroom teachers and analyzed by the instructional cabinet and inquiry teams. An area of accomplishment and an area of focus will be identified. Professional development activities will be aligned with the areas in need of focus.				
<b>Part 6b. Complete in February 2015.</b>				
7) Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes		No
8) If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### Part 1 – Needs Assessment

9. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
10. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

New York City School Survey 2013-2014 Report

Strengths

Strong Family Community ties to Engage Parents

- Parent Coordinator
- Two Family Workers
- Parent Orientations
- Parent Survey
- Translation Services
- Center for Integrated Teacher Education
- Cornell
- Health Plus
- Family Fridays
- Parent Teacher Conference
- Spreadsheet to track teacher and parent interactions
- Morning and Evening Parent Staff Association Meetings
- Wednesday’s Parent Monthly Workshops
- Monthly Newsletters
- Tuesday Parent Engagement
- YOGA for Parents and Children
- Autism Training
- Lending Library with Parent Coordinator
- School Leadership Board monthly meetings

Needs

School Culture: How satisfied were participants at our school in the following categories? Regarding school culture, parents responded at 92% in comparison to the Systems for Improvement at 93% and Instructional Core at 93%. In 2013 45% of parents were satisfied with their child’s education. In 2014, 30% of parents were satisfied with their child’s education. There was a decrease in parent response and satisfaction.

In 2013, 45% of parents were satisfied with their response when they contacted the school. In 2014, 30% of parents have been satisfied with the response they get when they contact the school. There was a decrease in parent satisfaction.

## **Part 2 – Annual Goal**

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 50% of all parent meetings that include presentations and/or informational sessions facilitated by community based organizations, school staff, and citywide organizations as reported by agendas and attendance sheets will receive a satisfactory responses on parent feedback forms.

## **Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>● Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>● Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>● Strategies to increase parent involvement and engagement</li> <li>● Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Provide materials and training to help parents work with their children to improve their children's academic achievement. To teach parents how they can use technology to support their children's content learning. <ul style="list-style-type: none"> <li>● We will provide training to help parents select books for their children in our school library and also include a trip to the local public library, as well as using our lending library</li> <li>● We will provide workshops to educate parents on how to understand IEP recommendations and goals</li> <li>● We will provide a lending library for all grades and books in different languages</li> <li>● Coaches will provide workshops that address literacy and math with materials provided to support students at home</li> <li>● Parent Coordinator will provide a workshop every Wednesday, providing materials to help parents support students at home</li> <li>● Continue working side by side with teachers</li> <li>● Providing workshops that explain the Core Curriculum and what is expected of our children, what assessments are being used and their purpose</li> </ul>	Parents	12/16/14-6/2015	Parent Coordinator  Administrative Staff
Provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children:	Parents/ Teachers	09/2014-06/2015	Parent Coordinator

<ul style="list-style-type: none"> <li>• Parents will have the opportunity to schedule an appointment and meet with their children’s teacher on a one to one every Tuesdays</li> <li>• We will provide Curriculum night and Open School week</li> <li>• We will provide four parent-teacher conferences.</li> <li>• We will provide additional meetings for our parents of English Language Learners and students with disabilities</li> <li>• We will also have our parent coordinator, family workers, School Based Support Team, guidance counselors, and Response to Intervention available as needed to address individual concerns.</li> <li>• Continue working side by side with teachers</li> <li>• Offering workshops which explain the Common Core Curriculum, student expectations, and assessment.</li> </ul>			Administrative Staff
<p>Provide parents with information about school and parent-related programs, meetings and other activities in their native language by:</p> <ul style="list-style-type: none"> <li>• A monthly calendar</li> <li>• Flyer presenting the event</li> <li>• Information regarding events or workshops taking place are sent via School Messenger</li> <li>• Providing workshops that explain the Common Core Curriculum, student expectations, and the purpose of assessment</li> </ul> <p>Public School 1 staff members will reach out to communicate and work with parents as equal partners by:</p> <ul style="list-style-type: none"> <li>• Providing workshops in literacy and math to build home school links</li> <li>• Informing parents of the events or workshops that will take place at PS 1 on a monthly calendar and School Messenger in their native language</li> <li>• Offering parent-teacher conferences conducted four times a year</li> <li>• Providing monthly newsletters, monthly student progress reports and calendars to inform parents of school activities.</li> <li>• Creating Class Parent Program where a parent leader from the class volunteers his/her time to build a home school connection to ensure there is clear communication between classroom teachers and parents</li> <li>• Distributing an administration questionnaire given out monthly at Parent Teacher Association Meetings allowing parents to ask questions and share interests</li> <li>• All events are offered to Students Pre-K thru Fifth Grade</li> </ul>	Parents/ Teachers	09/2014-06/2015	Parent Coordinator  Administrative Staff

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Metro-Cards Per Session  
 Community Presenters  
 Child care  
 Translation Services  
 Supplies  
 School Messenger

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	<b>Tax Levy</b>	n/a	<b>Title I Basic</b>	n/a	<b>Title IIA</b>	x	<b>Title III</b>	x	<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 9) Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 10) Specify a timeframe for mid-point progress monitoring activities.

By June 2015, 50% of all parent meetings that include presentations and/or informational sessions facilitated by community based organizations, school staff, and citywide organizations as reported by agendas and attendance sheets will receive a satisfactory responses on parent feedback forms.

**Part 6b. Complete in February 2015.**

9) Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes		No
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10) If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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## Section 6: Academic Intervention Services (AIS)

*(Required for All Schools)*

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
<b>English Language Arts (ELA)</b>	Benchmark assessments  Formal and Informal Assessments  Teacher recommendation to RTI team	Close reading  Guided reading  Strategy lessons  Shared reading  Word study: (Foundations, Wilson, Words their Way)  Fluency practice  Imagine Learning	Tier I, II, III intervention  Whole Group  Small group  One-to-one  Push-in ESL Support  Push-in models for related service providers	During the school day  After school
<b>Mathematics</b>	Benchmark assessments  Formal and Informal Assessments  Teacher recommendation to RTI team	Differentiated Core Instruction  Center work remediation  On-going guided practice  Number Talk / Rekenrek	Tier I, II, III intervention  Whole Group  Small group  One-to-one  Push-in models for related service providers	During the school day  After school
<b>Science</b>	Formal and Informal Assessments	FOSS hands on science instruction  Targeted small group instruction	Whole Group  Small group	During the school day

		based on students/ needs		
<b>Social Studies</b>	Formal and informal assessments	Close Reading Shared Reading Project based learning and partnerships	Whole Group Small group	During the school day
<b>At-risk services</b> <i>(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i>	Teacher recommendation to RTI team Guidance Counselors Substance Abuse Prevention Intervention Provider Social Worker Lutheran mental health support	Counseling sessions Social skills groups Decision making / building self esteem groups	Small group One-to-one Push-in Support	During the school day

## Section 7: Title I Program Information

### Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
- For additional information, visit the [Title I Intranet webpage](#)

### Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

<b>X</b>	<b>Schoolwide Program (SWP)</b>	<b>n/a</b>	<b>Targeted Assistance (TA) Schools</b>	<b>n/a</b>	<b>Non-Title I</b>
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### Part 2: All Title I Schools

#### **2a. Highly Qualified Teachers (HQT)**

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

In an effort to attract and develop high quality teachers to a school such as ours, we refer to organizations whose members are already stakeholders in our school community. We specifically form partnerships with local colleges and universities throughout New York City. We are strategic in our recruitment process for hiring highly skilled teachers by creating a plan that involves a collaborative team consisting of administrators, network support specialists, teachers and coaches who review resumes, interview possible candidates and observe these candidates conducting lessons in a live classroom setting prior to determining whether or not this person is hired to work in a high needs school such as PS 001K. Candidates are usually asked to design a lesson and teach it to a class that may be made up of either General Education students, English Language Learners students, and/or students with Individual Educational Plans. Additionally, as a way of attracting highly qualified teachers, we have developed outreach strategies that involve finding interested candidates using the New York City Department of Education Open Market Hiring System, consulting with the Children First Network 409 Human Resource specialist, reviewing personal recommendations of candidates made by current PS 001K staff members and other classroom teachers, as well as inviting these potential candidates to visit our school to get a sense of what our school is like and to conduct demonstration lessons on site in a variety of content areas, while being observed by an Administrator. Over the years, as part of our plan for attracting and sustaining highly qualified teachers we have also formed collaborative partnerships with traditional teacher education institutions such as Teacher's College and Brooklyn College as well as forming partnerships with alternative licensure programs like NYC Teaching Fellows. Many of these partnerships have also served as a resource for us in providing professional development for our teachers on a variety of instructional topics. As a school, we are constantly evaluating and revising the hiring process by using the Department of Education's Open Market Hiring System, revisiting the roles and responsibilities of teachers and constantly communicating the needs of our school with all prospective employees, so that they are aware of the expectations at PS 001K and are provided with an opportunity to continue to be lifelong learners. As a school we encourage our paraprofessionals and student teachers to continue their education, especially in high need areas such as students that are English Language Learners and Students with Disabilities. We try to keep an open door policy and welcome all those that are interested and are vested in making sure that our students are ready to meet the standards and go on to be college and career ready.

To ensure that current staff members become highly qualified, each year we conduct a survey using the Basic Education Data System (BEDS). The BEDS survey is used to determine whether a teacher is considered Highly Qualified within their current assignment. If a teacher is not Highly Qualified based on lack of college credits, efforts are made by the principal to meet with each teacher and develop a plan to help the teacher. New Teachers

who are not considered highly qualified are provided a mentor with a minimum of 2 meetings per week. Those teachers considered not Highly Qualified due to the lack of professional development will develop a professional development plan with their immediate supervisor to support the teachers' professional needs.

## **2b. 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).

In an effort to provide high quality professional development for staff members in order to support students to meet the Common Core Learning Standards, we analyze student data to determine areas of need and create and/or seek the appropriate support based on these trends. We also actively look for and/or create opportunities that enable our teachers to develop a deeper understanding of the Common Core Learning Standards while learning how to provide multiple entry points for students with disabilities and English language learners.

Additionally, we meet with teachers to discuss their learning style trends so that we can match teachers to the appropriate professional development offerings. PS1K provides high quality in house professional development, through our in house math and literacy coaches, as well as utilizing the expertise of outside staff development opportunities through our network Children First Network 409, New York City Department of Education workshops, K-5 Math Consultant and organizations such as Teacher's College.

The network, Children First Network 409, provides bi-monthly Principals and Assistant Principal professional development workshops on meeting the demands of the Common Core Learning Standards through the lens of Universal Design for Learning (UDL), Using Formative Assessment, non-fiction Reading strategies and Supporting English Language Learners. In working to support teachers, we offer on-going professional development through the support of our network. Children First Network 409 has a series of workshops that meet monthly to support teachers as they work towards getting our students to meet the demands of the CCLS. These workshop series are specifically geared towards new teachers who work with students with disabilities. Additional professional workshops offered by the New York City Department of Education such as Office English Language Learners and Division of Specialized Instruction and Student Support Professional Development are also offered to staff members to meet their students' needs.

Teacher College Staff Development at PS 1 included two Teacher's College staff developers, one of which is an English Language specialist, who will facilitate on-going study groups within our building. These groups, flexible in size and time, have been arranged to support teachers in developing deeper thinking and conversation on supporting struggling students to meet the demands of the Common Core Learning Standards through refinement of instructional practices. Each study group cycle that provides opportunities for our teachers see best practices in action, reflect on their instructional practices, learn new methodology, and incorporate newly learned researched techniques as they relate to the needs of our most struggling students which include our English Language Learners and Students with disabilities. Teachers who are not included in the study groups are given access to the notes and materials from the sessions. Additionally, they are encouraged to collaborate during their common planning periods to obtain more information. Literacy coaches participate in these study groups and are available upon request to support all staff members in integrating new methodologies.

Teachers/ staff members who are involved in professional development workshops are encouraged to turn-key the information they get from their outside professional development and share it with their colleagues. Notes from workshops are posted within the PS 1 school website connects site so that others may view them. Teachers who are involved in professional development series are invited to facilitate professional learning communities whereby the work is shared, studied and applied across a series of classrooms.

Additionally, to ensure all staff members are equipped to access and utilize the resources they need to learn and teach we provide technology training for teachers on the newest data systems, programs, and tools, such as SESIS, Smart Boards, ARIS, STARS and PS1connects.

In order to ensure all of the on-going professional development workshops and professional learning opportunities are improving student outcomes and are applicable to instructional practices, we provide teachers with opportunities to provide feedback through on-line surveys. The data collected enables us to continue to tailor future professional development opportunities to meet the needs of our students through our staff's learning.

### **Part 3: TA Schools Only**

#### **3a. Use of Program Resources**

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

N/A

#### **3b. 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).

N/A

### **Part 4: SWP Schools Only**

#### **4a. 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.).

The transition plans implemented to assist preschool children from early childhood programs to the elementary school program include preparing students for the transition into kindergarten. One of the ways students are supported is by immersing them in a month long unit of study in June in preparation for kindergarten. The unit includes lessons that support children's transitions, by helping them process their feelings about leaving pre-K and moving on to kindergarten. Students learn the differences and similarities between Pre-K and kindergarten. Through poetry, songs, and read alouds, students are exposed to kindergarten life. Teachers also bring students to visit the main building. Students visit the lunchroom, gym, library, and nurse's office and kindergarten classrooms. They visit classrooms, observe, and take part in a lesson.

The curriculum takes into consideration the amount of time required for a 4-5 year old child to make a successful transition into kindergarten. The dramatic play center is converted into a kindergarten classroom, giving students the opportunity to act out their feelings towards the upcoming changes they will face. Students who will not be attending the PS1 main building, visit their new school with their parents when they attend kindergarten registration and orientation. All students and parents are engaged in preparation for the upcoming year for Pre-K students.

Staff members work collaboratively to ensure a smooth transition. Parents attend an orientation meeting where they meet kindergarten teachers as well as the administrative staff. Parents are invited for classroom tours during the later portion of the school year. As part of a tour, students visit classrooms with their parents so they both can get a glimpse into the elementary school environment.

The school social worker, family worker, teachers, paraprofessionals and assistant principal work as a collaborative team to assist in the transition for the students and their families. There are workshops facilitated by the family worker and social worker with topics relevant to transitioning from Pre-K to kindergarten, with a focus on the social-emotional aspect of the transition to kindergarten. The assistant principal is able to follow student progress and social emotional growth of preschoolers by also frequently visiting kindergarten classrooms in the main building the following year. Teachers meet with parents during Parent Engagement Tuesdays in order to collaborate and formulate action plans for children who may face struggles. Kindergarten parents are empowered to support their children as they mature and face the challenges that lay ahead in elementary school.

Administration also creates opportunities for staff communication between the main building and the annex. The Pre-K assistant principal helps to build a bridge of cohesion and continuity from Pre-K to kindergarten as part of the transition plan for all Pre-K students. This includes a time where teachers of both grades meet face to face to talk about their incoming students.

#### **4b. 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.

PS1K has a Measurement of Student Learning Committee made up of teachers who review and discuss, in collaboration with the principal, the assessment measures available for the school community to select. Teachers who expressed interest in joining the team were selected with consideration given to make sure all teacher groups were represented. This established team attended network meetings for training, met with each other and the principal to discuss the options available and what these choices would mean for all constituents. The collaborative decision regarding assessment selection was made by the committee for the school based on the best interest of students, time commitment and administrative guidelines. To support the team decision the Instructional Cabinet, made up of the administrators and coaches, meet to discuss on-going assessment data, timeline and implications of instruction that impact pacing and professional development. Outcomes from Instructional cabinet are then passed along to Literacy and Math Committee. This results in refined curriculum maps and improved instruction student outcomes related to the CCLS.

#### **4c. "Conceptual" Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	121,605.	x	13,17,21,22,24,
Title I School Improvement 1003(a)	Federal	n/a	n/a	
Title I Priority and Focus School Improvement Funds	Federal	n/a	n/a	
Title II, Part A	Federal	308,984.	x	13,17,21,22,24,
Title III, Part A	Federal	58,064	x	13,17,21,22,24,27
Title III, Immigrant	Federal	16,770.	x	13,17,21,22,24,27
Tax Levy (FSF)	Local	6,116,289.	x	13,17,21,22,24,27

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as

follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/State Comprehensive Education Plan.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to English Language Learners/English Language Learners/ immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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## **Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)**

***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

### **Parent Involvement Policy (PIP)**

Public School 1K, 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 the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. Public School 1K will support parents and families of Title I students by:

1. Providing materials and training to help parents work with their children to improve their academic achievement.
  - To teach parents how they can use technology to support their children's content learning.
  - We will provide training to help parents select books for their children in our school library and also include a trip to the local public library, as well as using our lending library.
  - We will provide workshops to educate parents on how to understand Individual Education Plan

recommendations and goals.

- We will provide a lending library for all grades and books in different languages.
  - Coaches will provide workshops that address literacy and math with materials provided to support their children at home.
  - Parent Coordinator will provide a workshop every Wednesday, providing materials to support their child at home.
2. Provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children:
    - We will provide four parent teacher conferences.
    - Parents will have the opportunity to schedule an appointment and meet with their children's teacher on a one to one session on Tuesdays.
    - We will provide Curriculum Night and Open School Week.
    - We will provide additional meetings with our English Language Learners parents and our special education population.
    - We will also have our Parent Coordinator, family workers, School Based Support Team, Guidance Counselors, and Response to Intervention available as needed to address individual concerns and provide suggestions and other options parents can choose from.
    - Parents will be provided on a monthly basis a Progress Report with the exception of November and March.
  3. Provide assistance to parents in understanding City, State and Federal standards and assessments:
    - Continue working side by side with teachers
    - Providing workshops that explain the Core Curriculum and what is expected of our children, what assessments are being used and their purpose .
  4. Provide parents with information about school and parent related programs, meetings and other activities in their native language by:
    - A monthly calendar
    - Flyer presenting the event
    - Message of the events or workshops taking place are sent via School Messenger:
  5. Public School 1 staff members will reach out to communicate and work with parents as equal partners by:
    - Provide workshops in literacy and math to build home school links.
    - Inform parent of the events or workshops that will take place at PS 1 on a monthly calendar and School Messenger in their native language.
    - Parent Teacher conferences are conducted four times a year.
    - Provide monthly newsletters, monthly student progress reports and calendars to inform parents of school activities.
    - A Class Parent Program where a parent leader from one of our classes volunteers his/her time to build a home school connection, ensuring there is clear communication between classroom teachers and parents.
    - Administration Questionnaire given out monthly at Parent Teacher Association Meetings (this allows parents to ask question and share their interests)
    - All events are offered to Students Pre-K thru Fifth Grade

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The 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 the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent 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:

- Parents are actively involved and engaged the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School comprehensive Educational Plan, including the implementation of the School's Title I Parent Involvement Policy and School Parent Compact:
- Parents are engaged in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills:
- Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the School's Parent Involvement Policy and the School Compact.
- Parents are supported and included in school level committees, which are the School Leadership Team, the Parent Teacher Association and Title I Parent Committee. This includes providing them with technical support and ongoing professional development, especially in leadership skills.
- A Parent Coordinator is available to serve as a liaison between the school and families. The Parent Coordinator provides a workshop every Wednesday based on the needs of the parents of children who attend PS 1 and ensures that the 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.
- Workshops are conducted with topics that include: understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services, health and technology training to build parents' capacity to help their children at home.
- Workshops/Meetings are held to help the parents understand the accountability system, e.g., NCLB/State accountability system, and student proficiency levels, Annual School Report Card, Progress Reports, Quality Review Report and Learning Environment Survey Report.
- The Annual Title I Parent Meeting is held on or before December 1st 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.
- Parent meetings are scheduled 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.
- Translation is provided in all documents sent to the parents and interpretation is provided during meetings and events as needed.
- Every year Title I Parents are invited to attend a formal presentation or workshop that addresses their children's academic skill needs and what they can do to help.

The school will further encourage school level parental involvement by:

- holding an annual Title I Parent Curriculum Conference
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;

- supporting or hosting Family Day events;
- establishing a parent lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers
- Parents may also volunteer their time in school events such as:
  - Class trips
  - Fundraising
  - Fabulous Friday
  - Lending Library
  - School Mascot
  - Parent Leader
  - Yoga
  - Parent trips coordinated by the Parent Coordinator
- providing written and verbal progress reports that are given to parents monthly 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 a folder for regular communication between teacher and the home in written form, translations based on need;

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### **School-Parent Compact (SPC)**

Public School 1K, 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.

Public School 1 will:

Provide a high quality curriculum and instruction in a supportive and effective learning environment that enables children to meet the State's students' academic achievement standards and assessments by:

- Continue working alongside Teachers College and their staff developers
- Continue supporting our teachers by supplying materials and resources needed to deliver proper instruction
- Planning professional development using our school data indicating our students' needs
- Sending staff to attend Teachers College workshops
- Providing time to plan with colleagues and create a learning community
- Continuing to provide special programs such as at risk counseling
- Demonstrating respect for cultural, racial and ethnic differences
- Implement a curriculum aligned to the Common Core State Learning Standards
- Providing high quality instruction in all content areas by highly qualified teachers and when this does not occur, notify parents as required by the No Child Left Behind (NCLB) Act

Support home-school relationships and improve communication by:

- Conducting four parent-teacher conferences which will take place in September, November, March and May in which the individual child's achievement will be discussed as well as how this Compact is related;
- Conducting an Annual Title I Parent Meeting on or before 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;
- Provide parents with information about school and parent related programs, meetings and other activities in their native language by:
  - A monthly calendar
  - Flyer presenting the event
  - Messages announcing event or workshop via School Messenger in their native language
- 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 by giving or sending all correspondence in their native language and interpretation services provided depending the language needed via staff, telephone hotline or The Big Word translation services.
- The Annual Title I Parent Meeting is held on or before December 1st 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.
- Providing parents time to meet with all teachers on an appointment basis in order to be informed to pertinent individual school information, assessment results and performance profiles
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year.

P. S. 1 will provide parents reasonable access to staff by:

- Appointment scheduled on any Tuesday during the hours of 2:45 - 3:20 and during parent-teacher conferences.
- Special circumstances, coverage can be provided and additional staff can be requested to participate in these meetings
- A letter from the Principal is sent home. Notification of this procedure is in the Parent Handbook of PS 1, the monthly calendar always includes a note reminding the parents that Tuesdays is always a day available to schedule an appointment.
- Parents are offered the opportunity to be the class Parent Leader.
- Activities are planned out monthly and sent to parents in the monthly calendar (example:, the present month is January , February calendar will be sent home via backpack last week of January ), announcements are made at the PTA meetings and major events are posted on the sign outside PS 1 building.

P. S. 1 will 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
- Scheduling Meetings/Workshops at times that the majority of parents can attend to assist the parents in understanding academic achievement standards, assessments and how to monitor their child's progress  
Some Workshops offered to Parents throughout the year: (Pre-K thru 5th Grade invited)

Math

Building Study Habits at Home

Reading

Parenting Skills

Understanding Types of Learning Disabilities

Vocabulary activities to build academic language for English Language Learners

Nutrition Workshops -PS.1 Wellness committee in collaboration with Lutheran Hospital

- 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 parental involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy:
- advising parents of their right to file 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;

#### 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 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 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;

#### 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 [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

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

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

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

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>12</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>2</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>6</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>1</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>1</b>	Number of special education teachers with bilingual extensions	<b>2</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>1163</b>	Total number of ELLs	<b>527</b>	ELLs as share of total student population (%)	<b>45.31%</b>
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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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish

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

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

### B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	90	4	0	26	0	3	0	0	0	116
Dual Language	45	0	1	0	0	0	0	0	0	45
ESL	266	0	33	99	0	62	6	0	6	371

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>401</b>	<b>4</b>	<b>34</b>	<b>125</b>	<b>0</b>	<b>65</b>	<b>6</b>	<b>0</b>	<b>6</b>	<b>532</b>	
Number of ELLs who have an alternate placement paraprofessional: <u>13</u>										

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	27	19	20	17	20	13	0	0	0	0	0	0	0	116
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>27</b>	<b>19</b>	<b>20</b>	<b>17</b>	<b>20</b>	<b>13</b>	<b>0</b>	<b>116</b>						

\*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish	26	24	25	21	0	0	0	0	0	0	0	0	0	0	0	0	0	0	51	45
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>26</b>	<b>24</b>	<b>25</b>	<b>21</b>	<b>0</b>	<b>51</b>	<b>45</b>													

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): <u>21</u>	Number of third language speakers: <u>0</u>	
Ethnic breakdown of EPs (Number):		
African-American: <u>2</u>	Asian: <u>0</u>	Hispanic/Latino: <u>41</u>
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	61	63	56	41	29	22	0	0	0	0	0	0	0	272
Chinese	31	35	20	4	1	0	0	0	0	0	0	0	0	91
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	2	1	0	0	1	0	0	0	0	0	0	0	4
Arabic	4	2	0	1	1	0	0	0	0	0	0	0	0	8
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>96</b>	<b>102</b>	<b>77</b>	<b>46</b>	<b>31</b>	<b>23</b>	<b>0</b>	<b>375</b>						

## Part III: Assessment Analysis

### Assessment Breakdown

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

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	70	21	5	4	4	4	0	0	0	0	0	0	0	108
Intermediate(I)	14	67	19	7	22	13	0	0	0	0	0	0	0	142
Advanced (A)	46	56	66	50	29	18	0	0	0	0	0	0	0	265
Total	<b>130</b>	<b>144</b>	<b>90</b>	<b>61</b>	<b>55</b>	<b>35</b>	<b>0</b>	<b>515</b>						

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>													

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

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

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

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

**After reviewing and analyzing the assessment data, answer the following:**

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
P.S. 001 uses a variety of assessment tools to assess the early literacy skills of our English Language Learners (ELLs). School-wide, teachers use Teacher's College (TC) running records to ascertain reading levels. This data informs teachers of areas of focus for

reading instruction (i.e. fluency, comprehension, inferencing, etc.). In fact, to support teacher analysis of the data, our school's Data Specialist created columns on our school-wide tracking sheet for teachers to mark what specific areas of struggle students encountered during the administration of the running record assessment. This information then helps teachers create small strategy groups, as well as guiding the selection of appropriate teaching points. The TC Running Records are administered four times a year. The following results were noted using our May 2013 TC Running Records Data:

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

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

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

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

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Based on the available data, it is clear that students are growing in proficiency as they progress through the programs at P.S. 1. In Kindergarten, the majority of our ELLs tested as Beginners (according to the NYSESLAT). However, with each subsequent grade level, this number decreases (to the point where only 4 students are considered Beginners in grade 5). Intermediate ELL scores follow a similar pattern (minus a small upswing between 3rd and 4th grade). The number of Advanced ELLs increases between K and grade 2; after this point, the number decreases. This can potentially be explained by ELLs reaching proficiency on the NYSESLAT, and thereby testing out of the program. Indeed, a final noticeable data trend is the steady decrease in the total amount of ELLs as the grade levels progress. This shows that ELLs are successfully reaching proficiency based on the NYSESLAT, and demonstrates that the various programs in place are helping ELLs to become English proficient. This trend can be expected to continue, as the current LAB-R data indicates a high percentage of Beginner ELLs entering the school.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQO tool](#))  
At this time this information cannot be provided because NYSED did not provide the NYSESLAT modalities.
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?

4a. Patterns across proficiencies and grades reveal the majority of our ELLs perform better in English compared to their native languages on standardized tests. (Refer to charts 4 and 5 in Part III). A total of zero students who took the test in their native language received a score of level 4.

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

4b. P.S. 001 does not administer the ELL Periodic Assessments. In the past, we have found that the ELL Periodic Assessments were not accurately aligned to the NYSESLAT, hence the data was not useful in guiding instruction and planning for small groups. P.S. 001 uses a variety of assessment tools to assess the early literacy skills of our English Language Learners (ELLs). School-wide, teachers use Teacher's

College (TC) running records to ascertain reading levels. This data informs teachers of areas of focus for reading instruction (i.e. fluency, comprehension, inferencing, etc.). In fact, to support teacher analysis of the data, our school's Data Specialist created columns on our school-wide tracking sheet for teachers to mark what specific areas of struggle students encountered during the administration of the running record assessment. This information then helps teachers create small strategy groups, as well as guiding the selection of appropriate teaching points.

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

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

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

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

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

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

The RtI team at P.S. 001 consists of the building's administrators, AIS teachers, Speech therapists, ESL teachers, SETSS teachers, and other service providers. Each member possesses in depth knowledge of their field. The team has a systematic approach for examining how ELLs' backgrounds and educational contexts (i.e., first and second language proficiency, educational history including bilingual models, immigration pattern, socioeconomic status, and culture) have an impact on their academic achievement in the classroom. To refer any student to the RtI, classroom teachers must fill out a form including data on the student and what attempts have been made to have the student progress. Here is a list of some of the data that is included on the RtI referral form: TCRWP, DRA levels, ELA/Math scores, NYSESLAT/LAB-R proficiency scores, writing samples, a description of the amount and type of ESL instruction being provided, etc. When ELLs are referred to the RtI, the team first examines the appropriateness of classroom instruction that is given by the classroom teacher, based on knowledge of individual student factors. Informal and formal assessments are analyzed when examining instruction and learning about the learner. When evaluating data, the RtI team examines how the child performs relative to peers of the same age, grade level, and English language proficiency. If an ELL student is flagged as at-risk or below-benchmark on any particular skill or competency (such as in math or literacy), the student receives targeted instructional support to bolster development in this area. This support is delivered in coordination with language support services. For example, when the data shows ELL students are below grade level in reading, they are pulled for extra guided reading instruction. They may also receive at risk SETSS, AIS, and Speech services if deemed necessary by the team. An ESL provider of the referred ELL is present during the intervention planning to provide input on the extent, if any, to which ESL instruction is needed during Tiers 2 and 3 interventions to ensure the student will benefit from the intervention. The classroom/referring teacher is also given specific strategies to try with the student for a specific time frame to watch for growth and progress. Each suggestion by the RtI team addresses a different concern that the child has according to the data provided by the referring teacher. Teachers work collaboratively when necessary to ensure the success of the implementation of the RtI plan for the student. After the allotted time has passed, a liaison to the teacher presents the new data on the

child to see if progress has been made. If not, the RtI team reconvenes and continues through the framework to suggest other interventions. Data drives all suggestions and instruction. Data is drawn from multiple sources to inform decisions, and multiple tools are used to uncover critical information.

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

7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?

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

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

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

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

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

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

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

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

If parents do not attend one of the two Orientation or other scheduled meetings, the ESL intervention staff and parent coordinator will make attempts to contact parents individually and schedule weekly appointments for parents to come and view the Parent Orientation Video and fill out selection forms in their native language, until the end of October. After this date, parents will be invited to Parent Orientation Meetings at the last week of the month. If unable to attend, individual appointments are made. If

necessary report cards will be held until parents view the orientation video and return parental selection forms. In the case that all measures fail, a letter will be sent home informing the parent that their student will be placed in a bilingual class. Forms will be filed as bilingual.

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

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

If parents do not attend one of the two Orientation meetings, ESL staff contacts parents individually to schedule appointments to watch the video and complete the forms. If necessary report cards will be held until parents view the orientation video and return parental selection forms. In the case that all measures fail, a letter will be sent home informing the parent that their child will be placed in a bilingual class. Forms will be filed as bilingual. When completed, Parent Surveys and Selection forms are sorted and stored by the ELL Coordinator alongside the relevant HLIS. Original forms are placed in their child's cumulative record.

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

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

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

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

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

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Prior to the administration of the NYSESLAT, rosters are exhaustively analyzed and verified. This means cross-checking ARIS and ATS with classroom teachers to ensure all ELLs are appropriately identified throughout the year so that, in the spring, rosters are current and correct. Using the verified rosters, testing groups are created based on grade bands and testing modifications (verified with the school's Testing Coordinator). Prior to the NYSESLAT, the ELL Coordinator, Testing Coordinator, and an ESL out of classroom instructor attend the required NYSESLAT briefing and training (for scoring the writing). All teachers involved in the test then participate in NYSESLAT training- this includes proctors and teachers of students who will be taking the test (including General Education Classroom teachers). During the training, the ELL Coordinator turnkeys information from the briefing and explains the process for the test, reviewing the rules and legal requirements. Teachers are asked to cross-check lists to ensure all students are tested and receiving the appropriate testing modifications. After this, out of classroom ESL instructors create a Speaking schedule and administer the Speaking portion of the test to eligible students within the required time frame. Students take the Listening, Reading and Writing portions on the days indicated by our District. Students absent on these days are tracked and given the test

on pre-determined make-up testing days. Next, the ESL out of classroom teachers are trained on scoring the Writing portion of the exam. This committee of six teachers then grades the Writing exams, ensuring all proper procedures are followed. Once all the tests are graded, the various grids are cross-checked, packaged and dropped off at the Borough Assessment office.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.  Looking at Parent Survey and Program Selection forms, several trends can be observed. Interest in ESL remains fairly steady, though there has been some minimal reductions in ESL programming as the first choice (for example, last year's September registration garnered close to 60 parents requesting ESL classrooms, while this year, 48 parents requested this setting). Interest in Dual Language is on the rise. This year, we received 27 requests for Dual Language programming (mostly from Spanish speaking families). Requests for TBE are similarly high; within the Spanish speaking population, we had close to 30 requests for this program within the incoming Kindergarten class. This is also a commonly requested program for Newcomers in the upper grades (as data reveals this is the preferred choice of incoming upper grade ELLs). Our school is currently experiencing a growth in Mandarin speaking students. The families of these students have predominantly requested ESL programming for their students (during our initial orientation, 9 of the 10 Chinese speaking families requested ESL); however, we have received a few requests for Dual Language programming. Based on the growing demand for Spanish Dual Language, the school opened a Dual Language program in kindergarten last year. To keep up with this demand, a first grade Dual Language class and a PreK Dual language class opened this year. We have also been able to meet parent requests for Spanish TBE, as each grade currently has a TBE class. ESL requests are also honored, as each grade has several ESL teachers (both classroom and out of classroom) to implement this program. As of yet, we have not received enough requests to open Mandarin DL or TBE programs. However, we are diligently tracking parent interest and will consider opening these programs if at least 15 families request them. To ensure this happens, ESL staff inputs the parent selection choices into a spreadsheet, which is monitored for trends.

## Part V: ELL Programming

### A. Programming and Scheduling Information

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

- a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
- b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

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

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

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

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

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

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

discussions (Standard 1). However, the class maintains pace with General Education classes to ensure students are meeting the demands of the Common Core Learning Standards.

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

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

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

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

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

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

#### SIFE

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

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

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

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

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

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

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

## ELLS (4-6 years)

ELLS are serviced in TBE, ESL self contained, or ESL push in services based upon parental selection forms. ELLs who select ESL services are placed in the ESL self-contained class or in one of our general education Language Enrichment (LE) classes (which uses a co-teaching model, with one general education teacher and one ESL certified teacher). These classes have a higher population of evenly leveled ELLs. Teachers and ESL service providers work closely to ensure instruction is scaffolded and collaborate closely on curriculum and co-teaching opportunities. Co-teaching models include parallel teaching and station teaching to ensure small group and targeted instruction. Within each program rigorous instruction is planned to help students meet their language and literacy goals. As part of our goals we will develop both languages through creating social and academic structures within the classroom. We will practice accountable talk within the literacy block and content learning time. Students will learn to give feedback from their academic learning and apply specific language structures in their responses. We will provide students the ability to work with students of other classes to challenge their thinking and language development. They can work on inquiry projects, strategically grouping them with students of other language levels. In grades 3-5, teachers embed best practices in test preparation throughout the day and the year to help our ELLs on the ELA and NYSESLAT exam. In grades K-2, a variety of balanced literacy structures are used such as shared reading and writing, read aloud, and guided reading to help students prepare for the NYSESLAT. The teacher works with small groups to lessen the ratios of student to teacher and may choose to incorporate the student's native language into instruction. Teachers will use a variety of programs to support language development including but not limited to AWARD reading, English NOW!, Rigby Instep, and Wilson.

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

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

## Long-term ELLs (6+ years)

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

Long Term ELLs (LTE-6 completed years) are included in our Extended Day program which focuses on small group math and literacy instruction. All attempts are made to assign a Bilingual, ESL, or Reading intervention staff member for ELLs in the Extended Program to better address the specific language needs of the population. LTE students (6+ years) in grades 4-5 receive pull out reading intervention throughout the week from our Intervention and AIS staff members. Small group instruction is focused around decoding and comprehension skills. Instructional time is used to scaffold and support the grade level instruction. LTEs will be included in a 10 week Title III after school program focused on the literacy skills needed for grade level comprehension, expression, and testing. They are also recommended for Wilson Services.

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

## Former ELLs

Former ELLs are identified via NYSESLAT test results from the previous year. When space allows, Former ELLs are placed in our general education Language Enrichment (LE) classes. These classes have clustered current ELLs, as well as non-ELLs. The LE classes serve as an appropriate setting for Former ELLs as LE classes are served by out of classroom ESL instructors. These ESL instructors work with the classroom teacher via the co-teaching model for the mandated periods based on the needs of the current ELLs. As the ESL teacher is providing support for the class' current ELLs, they are also able to provide support for Former-ELLs who need

continued assistance. General education teachers and ESL service providers work closely to ensure instruction is scaffolded and collaborate closely on curriculum and co-teaching opportunities. Through models such as parallel teaching and station teaching, Former ELLs are able to benefit from smaller group sizes and more targeted instruction. ESL push-in instructors allow for flexible grouping when addressing the needs of the students in the class; if a Former ELL is struggling with a strategy or topic, they are able to benefit from the ESL instructor's expertise and support depending on their current needs. However, by entering a general education class, they are also able to benefit from the language models of native English speakers.

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

P.S. 001K employs various instructional strategies and grade level materials to ensure ELL-SWDs have access to academic content areas while accelerating their English language development. Based on the needs of the school including a high population of students with IEPs with decoding difficulties, all special education students, including ELLs, are included in small group word study programs such as Foundations or the Wilson Program to support student growth in phonemic awareness and decoding strategies. ELL-SWD are also given access to programs such as AWARD reading and English NOW. Teachers are able to use resources from these programs to support ELLs as they strive to reach grade level standards (i.e. guided reading kits, graphic organizers, vocabulary cards, etc.). All ELL-SWD receive their mandated service from a certified instructor (whether they be their classroom teacher or an out of classroom ESL instructor). These teachers will help integrate these resources into curriculum so as to provide adequate support for ELL-SWD.

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

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

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

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

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

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

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

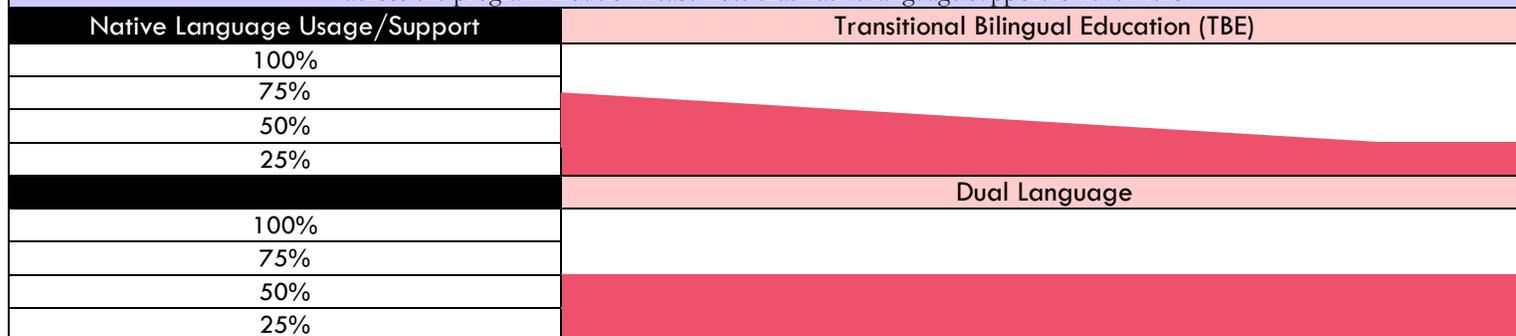
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

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

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

**Native Language Usage and Supports**

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



	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
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.

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

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

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

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

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

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

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

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

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

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

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

Further, based on hand scoring of the LAB-R, 63% of our current Kindergarten class will be entitled to ESL services for a total of 96 ELLs. A Kindergarten ELL class is also made up of 25 students with little to no spoken English and suspected of having Newcomer Status. In addition, of our incoming Kindergarten ELLs, 33 have Chinese as a Home Language. This data marks a population and proficiency change within our building. Unlike other grade levels that enter with higher oral language proficiency, students within the 2013-2014 Kindergarten and first grade classes will need significant support building oral language and literacy skills.

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

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

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

#### Grades K-5 After School Program

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

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

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

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

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

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

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

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

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

Based on NYSESLAT/LAB-R scores, students are invited to participate in our after school programs. If parent permission is granted, they are allowed to participate. In the rare event that a parent declines (after efforts to explain the benefits of the program), the space is given to the next student on the list. Supplemental services are offered to students based on NYSESLAT/LAB-R scores and teacher anecdotal. Making Books Sing is offered to all students in bilingual and Dual Language settings on grades K-2 to offer additional language emmersion opportunities. We will also have a Title III Immigrant afterschool program for our Kindergarten and first grade students that will focus on supporting them in literacy, Math, and NYSESLAT preparation in English.

Find detailed descriptions of these programs below:

#### Grades K-5 After School Program

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

- I. One scaffolded mini-lesson (Skill instruction, Shared reading, Shared Writing)
- II. Independent practice
- III. Whole group and/or partner share
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Kindergarten and First grade will participate in NYSESLAT test prep during extended day at no cost to Title 3 except for the purchase of "Getting Ready for the NYSESLAT Beyond Grade 1" and "Getting Ready for the NYSESLAT Beyond Kindergarten."

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

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

“Making Books Sing” is a non-profit organization that uses literature and content area studies to bring theatre, song writing, and movement into the classroom. A bilingual teaching artist will collaborate with Spanish Dual Language, ESL self-contained, and TBE classroom teachers to plan a student led performance based on a text from the curriculum. Ten lower grade classes will participate in a 8 week session that includes tickets to a performance provided by the company, and artists run sessions in which students will

study and adapt one text. Teachers will choose a content area text on a social issue. The goal is to explore a variety of reading skills including story elements, character, and word choice, in a way that allows for oral language development and whole class participation. Additional after school planning session for teachers will be provided. The planning sessions will be held with the 10 teachers and 1 coach facilitator.

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

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

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

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

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

As per the tenants of ESL programming, instruction in ESL programs is delivered in English. However, students are still given support in their native language via various resources. Our ESL classes have also received many resources to support them in native language instruction, including native language student resources in the predominant languages of the school (Spanish and Mandarin). Teachers have access to student books and dictionaries written in these languages. Teachers also make use of technology to support students in their native language; for example, Imagine Learning has native language components to support students. Many teachers also make use of translation services to help translate certain activities into the students' native language as a scaffold. Further, ESL classes are generally serviced by 3 bilingually certified cluster teachers who can offer targeted native language scaffolds within their content area programming.

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

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

Resources are also targeted to specific grade levels. The AWARDS reading program provides leveled materials and readers.

Additionally, all classes are supplied with books that are appropriate for grade-level readers (as well as lower and higher levels for students above/below grade level). All curricular resources are created at grade level and aligned to the Common Core Learning standards to ensure students are reaching grade-level standards.

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

The parents of all newly enrolled students are invited to an orientation where they screen the Program Selection video and discuss programming options with a member of the ESL staff (including students who enroll prior to September and students who enroll throughout the year). Our school's Parent Coordinator also serves as a point of contact for all parents, and reaches out to newly enrolled families to answer questions and provide orientations to the school. All families who pre-register in the Spring are invited to an additional Parent Orientation where they are given packets of information about the school, as well as information about the curriculum. The packet includes homework packets for students to work on prior to starting Kindergarten in the fall. During the first week of school, all parents are also invited to the school for a Curriculum Day, where they meet with students' teachers and are given information about procedures, homework, and the curriculum that will be used during the year. All of this knowledge helps parents support their students' transition into the school. For Newcomer students who enroll throughout the year, welcome packets are available (including dictionaries, vocabulary journals, leveled books and explanatory letters to parents with suggestions on how to use the materials). Students can take these resources home and use them to support their transition into the P.S. 1 community.

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

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

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

## C. Professional Development and Support for School Staff

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

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

### Teacher College Staff Development at PS 1

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

### Office of English Language Learners (OELL)

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

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

### Network Support

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

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

### Intra-school Professional Development

On going, monthly, Administrative and Faculty meetings focus on best practices as we work towards the rigorous demands of the CCLS. Each of these meetings focus on the needs of our diverse learners. The demographics of our school make meeting the needs of

our ELL students a priority. During these meetings data, struggles and/or progress is shared and thereafter teachers work together to collaboratively plan to create/support the tools, mentors and supports needed to enrich our ELL students learning experiences.

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

Teachers of ELL students will also be part of lab-sites, collegial walks, and school wide literacy planning. These professional development opportunities enable best practices to be demonstrated for some of our new teachers or teachers newly assigned to ELLs, so they can both view quality ELL instruction as well as develop a relationship with a colleague who is skilled in the area. Having our experiences ELL teachers enable them to refine their content knowledge as it relates to the CCLS, while sharing their expertise with others.

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

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

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

Our Professional Development Calendar is as follows:

Professional Development Workshop Calendar  
2013 - 2014 School Year

Teacher College Staff Development at PS 1

TC In-House Cycle Work

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

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

\*Focus: Close Reading and Questioning & Discussion Techniques w/ an emphasis on supporting ELLs

Staff Developers will provide teachers with structures, strategies and supports we can use with our diverse learners as they read complex texts as defined by the CCLS

TC Expertise Topic Days

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

Colleen Cruz -- " Making Reading Accommodations for Students with IEPs" (January 30)  
 Annie Taranto -- "Weaving Argument into Your Units of Study and Across the Year" (November 20)  
 Rebecca Cronin -- "Using Cross-Genre Text Sets to Support Vocabulary and Close Reading" (January 8)

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

#### TC Leadership Days

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

Primary Grades - Kate Schir

Upper Grades - Jennifer Lio

#### TC Calendar Days

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

Date Title

Wednesday, August 28	Gearing Up from Significant Improvements in the Fall Kindergarten Curriculum - Conventional Reading and Writing (K)
Wednesday, September 18	Diverse Needs, Diverse Learners: Practical Methods, Structures and Systems for Accelerating Learning in the ICT and Self Contained Classrooms (Grade 2-5)
Friday, September 20	New Methods to Support Reading Closely and Analytically and Writing with Heightened Consciousness of Author Craft (Grade 4-5)
Tuesday, September 24	By Teaching Infor Writing Well you can ramp up your writing instruction and help kids read non-fiction
Thursday, October 3	Third Grade SS Curriculum and Methods and Also State of the Art Information Writing (Grade 3)
Thursday, October 3	A Content Area Work Day: Native Americans and Colonial America (Grade 4)
Friday, October 18	How can we move readers who get stuck at early chapter book levels into more challenging text
Monday, October 21	Leveraging shared reading and interactive writing to teach children to read text closely and develop stronger foundational skills
Wednesday, October 23	Parents as Literacy Partners (Parents need tickets - free)
Tuesday, October 29	Teaching Kids to Write (and Debate) Research-Based Arguments: Teaching the Qualities of Thinking, Writing, and Reading that Produce Essays, Position Papers, Debates and Critical Readers (Grade 5)
Friday, November 1	Persuasive Essay, Literary Essay and Debate: Taking Students' Argument Work to Even Greater Heights (Grade 4)
Thursday, November 7	Accelerating Vocabulary Acquisition for Primary Students
Tuesday, December 3	Literacy Rich SS - By Planning a Unit on Community you can learn new methods for SS instruction (Gr 2)
Wednesday, December 4	A Closer Look at Text Complexity and Close Reading in Non-fiction Studies -Grades 3-6
Friday, December 6	Supporting English Language Learners as they Learn to Tackle Higher Level Texts, Develop Stronger Comprehension Skills and Take Ownership of their learning in Reading Workshop (Grades 3 - 5)
Monday, December 9	Teach Children to respond to their Reading in Ways that lead to deeper thinking, stronger talk and help readers find significance in their texts (1-3)
Tuesday, December 10	Moving into Conventional Reading with Success (K)
Monday, December 16	Small Group Instruction Can Help Lift Kids into More Complex Texts and Teach transferable skills that kids can replicate to make them stronger readers (1-3)
Tuesday, January 7	Persuasive Letters, Baby Literary Essays and other kinds of writing about reading - Teaching children to answer text based questions, work towards ccss levels of comprehension and cite textual evidence to support of a claim (2)
Wednesday, January 8	It's Rigor, Not Rigor Mortis: Strategies that Create Attentive, Close Readers Who Actually Want to Read (Grades 4-8)
Monday, February 10	Using Dramatization as Way to Deepen Character work in reading and develop fiction and Personal Narrative Strategies in Writing

Tuesday, February 11      Harnessing Our Best Instructional Practices to Prepare Students to Meet the Challenges of the ELA (Grades 3 - 5)

Monday, March 3          Shared reading to support language development, speaking and listening standards, comprehension and word solving in fiction and informational texts for ELL's

Ongoing PD  
10/4, 12/13, 2/4, 3/27, 5/7      Lead Teacher K-2

Ongoing PD -  
9/24, 10/24, 12/19, TBD, 5/8      Lead teacher 3-5

#### Office of English Language Learners (OELL)

RTI for ELLs - 5 day series - September 25, October 11, November 19, December 10, January 14  
Building a Strong Tier 1: The Cornerstone of Effective Reading Instruction for ELLs- 3 day series: 11/ 8, 11/9 & 11/16 or 11/30  
NYSITELL Training - 1 day - 10/3

#### Network/District/Cluster Professional Development & Support

Principal's Conferences 8/28, 10/30, 12/18, 2/26, 5/28  
TC Principal Conference 11/6, 12/4, 1/8, 2/5, 3/5  
Principal's Instructional Rounds 10/4, 12/6, 2/7, 5/2  
Assistant Principal's Conferences 9/18, 11/20, 1/29, 3/19  
New Assistant Principal's Meetings 10/25, 12/19, TBD, TBD  
Guidance Counselor Meetings 9/25, 11/13, 1/15, 3/12, 5/21  
Parent Coordinator Meetings 10/16, 12/10, 2/11, 5/22  
New Special Ed Teacher Support Group 9/30, 10/28, 11/18, 12/9, 1/27, 2/24, 3/24, 5/19  
Special Ed Liaison Meetings 10/9, 12/11, 2/12, 5/14  
IEP Teacher Study Group 10/23, 11/25, 12/16, 1/29, 2/27, 3/26, 5/28  
Instructional Lead Meetings 10/22, 12/13, 2/28, 5/30

ELL Institute - 10/31, 12/11, 2/13, 3/20, 5/21  
New ESL Teachers Support Meetings 10/24  
Tailored In-House Support for Teachers of ELLs 1/9, 1/23, 2/4, TBD, 2/27  
Secretarial Training - 11/5/13  
Guidance Training - monthly  
School Psychologists Training- monthly  
Parent Coordinator Training - monthly

#### Intra-school Professional Development

Administrative Monthly Meetings - Meeting takes place the first week of each month from October through May.  
Inquiry Monthly Meeting - Meeting takes place the first week of each month from October through May.  
Faculty Monthly Meeting - Meeting takes place the third week of each month from October through May.  
Bilingual/ESL Monthly Meetings - Meeting takes place the second week of each month from October through May.  
Monthly Math Planning - Meetings take place once a month for each grade after school  
Monthly Literacy Planning - Meetings take place once a month for each grade after school  
Inquiry Monthly Meeting - Meeting takes place the first week of each month from October through May.  
Inquiry Weekly Meetings - Meetings take place once a week on Thursday mornings  
Math Learning Walks - Walks take place once a month; last Wednesday of each month  
Literacy Learning Walks - Walks take place once a month; days change  
Self Contained/ICT Monthly Meetings - Meetings take place once a month during the second week of each month from October 2013-May 2014  
Paraprofessional Training - 11/5/13

#### Additional Professional Development & Support

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

Dates are as follows: (1) October 11; (2) October 30; (3) November 8; (4) November 22; (5) December 6; (6) December 19; (7) January 3; (8) January 24; (9) January 31; and (10) February 14.

Estrellita Professional Development - Developing Reading in NLA - This foundational reading program supports the NLA work in our Pre-K, K and 1 Bilingual and Dual Language Classrooms

- Teachers: October 29 and 30, 2013

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

TCICP Teacher Group - This is an Inquiry to Action Group that works to provide scaffolded instruction to meet the needs of diverse learners as we work towards the demands of the CCLS. 10/22, 11/7, 12/12, 1/16, 2/13, 3/13, 4/24, 5/8, 6/5

Go Math PD

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

NYC DOE Division of Students with Disabilities and English Language Learners  
Managing Student Behavior 10/5, 11/1, & 12/6

Title III Study Group on Close Reading with Lens on ELLs

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

Brooklyn Museum Professional Development Dates - January 2014 TBD

New York Historical Society - Professional Development dates - January 2014 TBD

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

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

## D. Parental Involvement

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

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

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

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

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

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

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

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

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

parent class to support parent English development. Further, when parents requested more time for the program, the meeting times were extended last year. It is through this process of constant and open communication that P.S. 1 addresses the needs of our parents.

### **E. Additional Information**

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

Paste response to question here:

## Part VI: LAP Assurances

School Name: <b>P.S. 001: The Bergen</b>		School DBN: <b>15K001</b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jennifer Eusanio	Principal		11/6/13
Richard Vargas	Assistant Principal		11/6/13
Maribel Pina	Parent Coordinator		11/6/13
Jacquelyn Wagner	ESL Teacher		11/6/13
Antelma Martinez	Parent		11/6/13
Marisol Sheenan	Teacher/Subject Area		11/6/13
	Teacher/Subject Area		11/6/13
Mary Tomac	Coach		11/6/13
Caren Hinckley	Coach		11/6/13
Wanda Soto	Guidance Counselor		11/6/13
	Network Leader		11/6/13
Lynette Cartagena	Other <u>Assistant Principal</u>		11/6/13
Julia Hynes	Other <u>Teacher/Data Specia</u>		11/6/13
Pam Tedesco	Other <u>Secretary</u>		11/6/13
Margaret Hill-Collins	Other <u>Related Services</u>		11/6/13

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

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

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

Cluster: 4 Network: 409

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

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

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

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

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

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

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

## Part B: Strategies and Activities

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

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

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

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

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

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

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

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

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

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



**Department of English Language Learners and Student Support**

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<http://schools.nyc.gov/Academics/ELL/default.htm>

**Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY**

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.
  - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
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

**Part B: Direct Instruction Supplemental Program Information**

6   7   8   9   10   11   12

Total # of teachers in this program: 5  
# of certified ESL/Bilingual teachers: 4  
# of content area teachers: 1

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 English Language Learners are being held to the same high expectations and standards outlined in the CCLS. However, in order for our students to be successful and meet these high expectations and standards they need targeted instruction in all four modalities: listening, speaking, reading and writing. To ensure that our ELL students meet college readiness skills and acquire proficiency in English, lessons will be scaffolded. ELL strategies such as TPR, visuals, and realia will be implemented to make content comprehensible therefore enriching language development. ELL students must gain the knowledge and skills to tackle these higher-order comprehension skills and develop an understanding of both fiction and nonfiction texts. Students must develop oral language skills to explain and reason using academic language. Grade level reading and writing must be learned in all content areas. ELL instructional activities aligned with the modalities, being taught will provide students strategies for them to practice and increase achievement. Instructional activities are tailored for ELL students because they are scaffolded within each grade level to increase in complexity and rigor. Vocabulary will be imbedded into their daily instruction. Through our Language Proficiency Intervention Kits, "On Our Way to English" and NYSESLAT resources we will reinforce literacy skills. We will differentiate instruction through the reading and writing process while supporting the language acquisition. As a result achieving success with academic vocabulary acquisition, fluency and comprehension. Our goal is to prepare our students to think and read critically, communicate strongly both orally and in writing, and solve complex problems.

We have analyzed the most recent NYSESLAT data. We have identified Reading and Writing to be the area of greatest concern. We will use data from the NYSESLAT proficiency levels within the four modalities (Listening/Speaking and Reading/ Writitng) and supplement materials materials to ensure the acceleration of the four modalities. Student progress will be monitored weekly, as teachers use balanced literacy component work. We will be targeting grades K-2 and 3- 5. These students are also the students in greatest need of academic lanugauge in order to meet the common core state standards . First language literacy is a key predictor of success in second language acquisition. We will support our student's home language by providing dictionaries, literature in their native language and word to word dictionaries. Instruction will be differentiated to help students achieve greater proficiency with the new assessments. The Getting Ready for the NYSESLAT and the Language Proficiency Intervention Kits, "On our way to English" will be tools that will provide a clear picture of what students need. As a result, we will use the majority of our funding for Reading and Writing support for our English Language Learners in

## Part B: Direct Instruction Supplemental Program Information

grades K-5. A forty-two session After School Program will support our ELLs in literacy, and Math, and NYSESLAT. The primary goal would be to help students develop strong reading, writing and math problem solving skills through small group data driven instruction. Small group Math will be taught on Friday. On Wednesday and Thursday's teachers will use "On Our Way to English" Comprehension Packs, Proficiency Kits and NYSESLAT books. Positions will be offered first to teachers serving under their ESL or Bilingual license. (If we are unable to secure the needed amount of licensed ESL and Bilingual teachers, common branch teachers will be hired and co-teaching model will be utilized). At least two groups will be solely reserved for newcomer and SIFE students. These groups will be based on recent Teachers College Assessment, NYSESLAT scores and informal language assessments. One planning meeting will be provided so teachers can plan instruction. A supervisor will be present to assist in planning instruction modeling effective practices, help with coordination and supervision of the program.

Students will be involved in inquiry-based activities, which will help them develop critical thinking skills. Lessons will be created using scaffolded reading, writing, listening and speaking. Teachers will use the "On Our Way to English", Proficiency Kits and the NYSESLAT books for shared reading and writing to develop language.

### Grades K-5 After School Program

An after school program will run for forty-two days, consisting of 5 staff members (5 teachers, 1 supervisor) for grades K-5. The program will be held Wednesday, Thursday, and Friday from 3:00-4:00 as an after-school program. The program will begin on November 3th, 2014 and end on May 20, 2015. The primary goal would be to help students develop strong reading, writing, and math skills through small group, data driven instruction. Small group Math literacy sessions will be taught using Buckledown Math in order to review problem solving skills. We will use "On Our Way to English" Comprehension Packs, Language Proficiency Kits and NYSESLAT programs that integrate shared, guided, and independent reading and writing around content area themes.

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

Grades K-5 will participate in NYSESLAT test prep during extended day at no cost to Title III except for the purchase of "Getting Ready for the NYSESLAT Beyond Grade 1" and "Getting Ready for the NYSESLAT Beyond Kindergarten, and beyond all grades. "

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

### Making Books Sing (K-1) Beginners

"Making Books Sing" is a non-profit organization that uses literature and content area studies to bring

## Part B: Direct Instruction Supplemental Program Information

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

### Imagine Learning - Educational Software (K-5) Beginner and Intermediate

Additional licenses do not have to be purchased, however there is a need for laptop to support students during the period that will support the beginners and the intermediate students. Students will be engaged in the program for a minimum of 80 minutes per week as a supplemental instructional tool during the afterschool program. Teachers and administrators will monitor student progress on a monthly basis.

### Opera-Based Learning (4-5) Intermediate and Advance

Opera-Based Learning is a multidisciplinary instructional approach that uses the elements of opera to develop essential abilities, skills and knowledge for student achievement. It is powerful for integrating instruction as it creates opera connections with subjects like language arts and social studies.

Opera-Based Learning Lessons include:

- \*a skill-based inquiry question,
- \*a thematic /content area question
- \*demonstration of learning/assessment criteria which is in the form of writing and performing an opera.

Research has found that music is a valuable tool for teaching second language learners a new language. Singing and learning lyrics stimulates memory, increases vocabulary, improves pronunciation, and improves comprehension of language.

Opera-based learn supports the goals of almost every anchor Common Core Literacy Learning Standard. If the definition of "text" may be expanded, then visual, music and theater works have direct references to the CCLS, at every grade level.

### Arts Connection (K-5) Beginner/Intermediate/Advanced

Arts Connection has provided innovative arts programming to millions of students in the New York City public school system, enhancing children's intellectual, personal and social growth, while developing award-winning educational models. ArtsConnection's programming for students, professional development, and research all contribute to a comprehensive approach, nationally recognized for its quality, design and impact across diverse learning communities. Customized in-school programming of young people annually. Out-of-school programs for teens, providing experience-rich opportunities for

### Part B: Direct Instruction Supplemental Program Information

young people to engage in NYC's cultural world. Free and reduced-priced tickets to performances and cultural venues through our High 5 Tickets program. Extensive professional development opportunities for classroom teachers and arts specialists, as well as for our own teaching artists.

### Part C: Professional Development

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

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

Begin description here: This year we will continue to focus on our professional learning that will improve our ELLs in their English Language acquisition in order to increase their scores on the ELA, Math, Science and NYSESLAT examinations. In order to best prepare students for these challenges teachers must be given the opportunity to engage in rigorous planning and collaboration with colleagues. Therefore we will fund an opportunity for teacher professional learning and growth. A study group will be offered afterschool to K-5 teachers to support them in obtaining strategies to teach our ELL population. The following groups will be formed based upon interests, funding, and needs of students and teachers:

Title III Teachers will be paid to meet and plan for instruction and discuss best practices. We will be visiting a neighboring school and substitute money will be allocated for the school visits.

November: ELL environment

December: "Providing scaffolds that will support student learning"

January: "English Language Resources"-via intranet

February: "Universal Design for Learning for all students"

March: "Preparing students for the NYSESLAT"

April: Planning for DATA

May: Planning for students for September 2015

June: Reflective Practices that supported our ELL's

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

### Part C: Professional Development

Monies will be used to pay per session for teachers to participate within the study group, monies for subs as we visit school that have a high ELL population and are successful.

### 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: Our school recognizes the importance of parental involvement in the education of all our children. Participation of our ELL parents in the on-going parent workshop is highly encouraged. Many workshops target ELL parents, such as ELL Parent Orientation (where parents are introduced to the different ELL programs offered in the city of NY) , and workshop of the NYSESLAT (presenting different ways to help ELL achieve higher programs. We also present opportunities in providing parents with tools to support their children at home, even though parents may have limited English. There is a lending library for parents facilitated by the Parent Coordinator. Parents are able to come everyday and exchange books to support their children at home.

The Brooklyn Public Library - provides an on site adult library card registration, reading programs for children and parents.

After assessing the needs of our students, we have come the determination that many of them come from homes where learning in English becomes difficult due to the fact that their parents are not English proficient. In fact, the majority of our students come from homes where the first language is Spanish and most of the activities conducted at home are in the student's native language. Therefore, this year we would like to offer Parent ESL workshops. We will hire two ESL teachers to conduct the program at a per session rate. The workshops would occur from 3:15 p.m. to 4:45 p.m. on Thursdays. The program will commence on January 2015 and end on March 2015, which would consist of 10 sessions. The program would focus on adult themes and socialization. We would conduct field trips and community walks to immerse the parents with environmental print and provide opportunities for them to practice the English language. We would purchase instructional materials to support the program including picture cards, books and realia to help scaffold the instruction. The paraprofessional will conduct read alouds and homework help with the students.

#### Parent Workshops

In an effort to educate parents of our bilingual and ESL students, our bilingual teachers will collaborate with the parent coordinator to host a special series of parent workshops. These workshops will be

**Part D: Parental Engagement Activities**

teacher led and provide parents with a practical and theoretical framework for bilingual education. Workshops in this series may possibly include: “Welcome to Bilingual Education,” “Supporting Readers in Any Language,” “ Math at Home”, and “Testing and the Bilingual Child; your rights and responsibilities”. (At no cost)

Flyers and translations will be provided at no cost.

Center for Integrated Teacher Education (CITE) provides support to parents. There will be a three part series for parents: "Working to understand CCLS", "Supporting ELL Children", " Resources to support ELL Parent".

**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"> <li>• Per session</li> <li>• Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____

**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.
<b>TOTAL</b>	_____	_____