



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DRAFT – PENDING NYSED APPROVAL

DBN: (i.e. 01M001):

07x001

School Name:

PS 1X-THE COURTLANDT SCHOOL

Principal:

JORGE PERDOMO

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: PS1x- The Courtlandt School School Number (DBN): 07x001
School Level: Elementary Grades Served: Pre-K-5
School Address: 335 East 152nd Street, Bronx, NY 10451
Phone Number: 718-292-9191 Fax: 718-292-2227
School Contact Person: Jorge Perdomo Email Address: jperdom@schools.nyc.gov
Principal: Jorge Perdomo
UFT Chapter Leader: Brenda Cartagena
Parents' Association President: Krytal Padilla
School Leadership Team
Chairperson: Luisa Valentin
Student Representative(s): N/A

District Information

District: 7 Superintendent: Yolanda Torres
Superintendent's Office Address: 501 Courtlandt Ave. Bronx, NY 10451
Superintendent's Email Address: Ytorres5@schools.nyc.gov
Phone Number: 718-742-6595 Fax: 718-742-6548

Cluster and Network Information

Cluster Number: 5 Cluster Leader: Debra Maldonado
Network Number: 511 Network Leader: Jorge Izquierdo

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 School Comprehensive Educational Plan (SCEP) 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)
Jorge Perdomo	*Principal or Designee	
Brenda Cartagena	*UFT Chapter Leader or Designee	
Krystal Padilla	*PA/PTA President or Designated Co-President	
Laura Aldea	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Sunny Rosa	Member/ Parent	
Angela Martinez	Member/ Parent	
Sumaya Castillo	Member/ Parent	
Violeta Guevara	Member/ Parent	
Kiyon Barnes	Member/ Parent	
Cynthia Roldan	Member/ Parent	
Luisa Valentin	Member/ Teacher	
Brendalyn Lopez	Member/ Teacher	
Leoney Jarvis	Member/ Teacher	
Jena Ciuffreda	Member/ Teacher	
	Member/	

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

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

The School 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 SCEP 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 School Comprehensive Educational Plan (SCEP) 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.

The Six Elements of the Capacity Framework	
<ul style="list-style-type: none"> 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. 	
<ul style="list-style-type: none"> Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. 	
<ul style="list-style-type: none"> 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. 	
<ul style="list-style-type: none"> 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. 	
<ul style="list-style-type: none"> Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. 	
<ul style="list-style-type: none"> 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.

Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

1. Tenet 1: District Leadership and Capacity
2. Tenet 2: School Leader Practices and Decisions
3. Tenet 3: Curriculum Development and Support
4. Tenet 4: Teacher Practices and Decisions
5. Tenet 5: Student Social and Emotional Developmental Health, and
6. Tenet 6: Family and Community Engagement.

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:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- 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 SCEP Development

School Leadership Teams should engage in the following steps:

- **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.
- **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
- **Step 3:** 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.
- **Step 4:** 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.
- **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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: SCEP Overview

Develop a narrative summary that includes:

1. 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.
2. School strengths, accomplishments, and challenges.
3. The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

At PS 1x, our goal is to educate the whole child, with an engaging, challenging, and rigorous curriculum, an emphasis on healthy and happy living, and artistic endeavors on a daily basis. Through a collaborative effort, our entire school community, teachers, parents, support staff, and students work together to create a healthy, happy, and peaceful world!

PS1x, The Courtlandt School is an elementary school with 707 students from pre-kindergarten through grade 5. The school population comprises of 22% Black, 75% Hispanic, 2% White, and 1% Asian. The student body includes 24% English language learners and 12% special education students. Boys account for 49% of the students enrolled and girls account for 51%. The average attendance rate for the school year 2013-2014 was 92.8%.

School Vision- Public School 1 is a learning community that is dedicated to fostering ethical, caring, self-reflective and independent thinkers with a life-long love for learning.

School Mission- Public School 1 community will develop the critical thinking and social interaction skills of all learners, in a nurturing and collaborative environment so our learners can achieve high academic standards and be productive citizens in the 21st century.

At PS 1x, our academic program is aligned to Common Core expectations, where students are provided with rigorous tasks and learning activities that foster creative thinkers, problems solvers, and well-rounded individuals. In literacy, we follow the Teacher's College Units of Study, with students reading and writing in multiple genres and areas of focus, such as informational texts, persuasive writing, and historical fiction, among others. All instruction focuses on students moving towards greater levels of independence in reading and writing, with targeted support for all students. In mathematics, our students learn multiple methods of problem solving, and are taught to explain their thinking verbally and in writing. We utilize such programs as Number Talks, Go Math, ST Math, and Quick Drills. Our online programs include ST Math, iReady, MyOn, Reading A-Z, Sadlier Interactive Vocabulary, Spelling/Vocabulary City, Khan Academy.

Areas of Strength

1. Our school culture and character building initiatives are aligned with our vision of creating a healthy, happy and peaceful learning environment for all members of our learning community. Additionally, beginning in 2014, PS 1x has adopted the Leader in Me process developed by author and teacher, Stephen R. Covey. The Leader in Me is an "innovative, school wide model that increases teacher effectiveness, student engagement, and academic achievement, while preparing students to be leaders in the 21st century." Through this effort, our school will develop leadership qualities within all members of our school community; students, teachers, support staff, parents, and community members. This will be accomplished through direct instruction of the 7 Habits of Highly Effective People, established school-wide rituals and routines around leadership, team building, goal setting, and community action, and our monthly theme celebrations and events.
2. Our philosophy for professional development is based on the principles of a highly effective "Professional Learning Community." Consequently, as best research practices suggest, we create ample opportunities for teachers to learn from each other, facilitate and lead staff development, observe each other, and turnkey information learned at workshops they have attended and in their areas of expertise. Our approach is a multi-faceted strategy, where teacher teams meet regularly, share best practices, attend workshops, turnkey their learning to their colleagues and apply the best practices learned. Additionally, we utilize a "Lab Site" model, where teacher plan together, teach together with groups of students, reflect on their learning and plan

instruction based on their learning.

Area of Accomplishments

1. We were awarded the Math-Up Grant – a five year partnership with Lehman College that allows our teachers to mentor and train for an entire year aspiring teachers. This collaboration and partnership has resulted in creating an opportunity for us to hire our own aspiring teachers and as a result, reduce teacher turn over while ensuring a greater consistency in the quality of teaching and learning and levels of teacher effectiveness.
2. We have been recognized as a SMART school- a model school for the effective integration and use of technology in the classrooms. Our students participate in the following Research Based Technology programs- ST-Math, I-Ready, MyOn, Reading A-Z, Assessment Pro from Teachers Colleges, among others.
3. We have kept a 98% parent approval as per recent learning environment surveys.

Challenges

Because of our high level of ELLs, special education students and students in need of additional instructional support, our students continue to struggle in State Standardize Common Core exams. Consequently, 15% of our students met standards in ELA and 22% in math.

Furthermore, our 2012-2013 School Quality Review provided the following feedback: “Integrate the Common Core standards and instructional shifts more deliberately across the curricula so that higher order skills are embedded consistently in all content areas to improve readiness levels.” And it further suggests that we “Institutionalize effective teaching practices to ensure that all students benefit from frequent opportunities to interact with their peers in challenging tasks.”

DTSDE Tenet

The DTSDE Tenet in which we are making the most progress is Tenet 5: Student Social and Emotional Developmental Health. As indicated on our 2012-2013 School Quality Review, “The school’s commitment to fostering personal and academic growth amongst all stakeholders results in a culture of trust and respect. “ (Page 3) We have made a significant investment in developing our students and staff members leadership qualities, through extensive professional development in the “Leader in Me” philosophy aligned to the “7 Habits of Highly Effective People” written by Stephen Covey, our Monthly Character themes which are explicitly addressed school wide in classrooms and around the school, and in our supplemental programs, such as Brain Education, Glow, and Learning Leaders. Through this effort, we have minimized the behavioral incidents in the school, minimized student suspensions, and increased attendance to a current status of 94%.

School Configuration (2014-15)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	709	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	93.7%	% Attendance Rate		91.6%	
% Free Lunch	95.9%	% Reduced Lunch		3.4%	
% Limited English Proficient	24.7%	% Students with Disabilities		17.7%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.7%	% Black or African American		21.2%	
% Hispanic or Latino	75.3%	% Asian or Native Hawaiian/Pacific Islander		0.4%	
% White	2.2%	% Multi-Racial		N/A	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	8.34	# of Assistant Principals (2014-15)		2	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3	

Personnel (2013-14)			
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	1.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	1.2%	Average Teacher Absences (2013-14)	8.58
Student Performance for Elementary and Middle Schools (2013-14)			
ELA Performance at levels 3 & 4	15.0%	Mathematics Performance at levels 3 & 4	22.2%
Science Performance at levels 3 & 4 (4th Grade)	65.7%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)			
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)			
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate	N/A		
Overall NYSED Accountability Status (2014-15)			
Reward		Recognition	
In Good Standing		Local Assistance Plan	
Focus District	X	Focus School Identified by a Focus District	X
Priority School			
Accountability Status – Elementary and Middle Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	YES	Limited English Proficient	YES
Economically Disadvantaged	YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	YES	Limited English Proficient	YES
Economically Disadvantaged	YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	YES		
Accountability Status – High Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

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. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	D
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	D
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	E
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (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.

Reflection

Our teachers are fully immersed in the Units of Study in Reading and Writing, which are fully aligned with Common Core Learning Expectations. This process results in rigorous lessons and in depth, task oriented learning experiences by the students that have lifted the level of rigor in their daily instruction and have improved student outcomes as a result.

Strengths

Our teachers have additionally taken on a data driven approach to their instruction, in order to regroup effectively, initiate reading, writing and math conferences, and to support goal setting where students in all grades are fully aware of their academic and social/emotional goals and areas for improvement over the course of the school year.

As a result of this effort, our teachers are taking an increase role in facilitating workshops, modeling best teaching practices for their peers and initiating study groups and case studies that are resulting in increased learning experiences for their peers and their students.

Challenges

Our challenge in this effort is training our teachers in a number of research based, proven intervention program, such as Great Leaps, Wilson Reading, and Reading Recovery, in order to meet the demand of all the students who require

such support. We have been utilizing a substantial amount of human resources and funding to bring staff developers into the building, sending teachers and staff members out of the building, and covering teachers to receive the training. However, ensuring that all staff members are sufficiently proficient and then getting the entire staff at that level of mastery is an ongoing effort.

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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of all students will have mastered at least 75% of the academic vocabulary they are expected to know within their grade level as measured by our monthly designed vocabulary assessments.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> 4. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 5. 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). 6. Strategies to increase parent involvement and engagement 7. Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p><u>Research Based Instructional Program, Professional Development, Structures-</u></p> <ol style="list-style-type: none"> 1. We have made it our school wide focus to enhance the level of instruction around vocabulary and to ensure that our students are making progress in meeting grade level expectations for the development of their vocabulary and understanding of academic language. 2. Our teachers have participated in a number of trainings and professional development on research based, effective strategies for teaching vocabulary, such as using the Frayer Model, explicit teaching, “gamification”, and other strategies to improve the development of vocabulary. Content area vocabulary is embedded in all teacher lesson plans and students are encouraged to utilize high level vocabulary in their writing and speaking. 3. Vocabulary is highlighting around the building, during morning announcements, on all bulletin boards and student work, and in vocabulary notebooks. 4. Additionally, we have invested in a number of resources, such as Spelling/Vocabulary City, Sadlier Interactive Vocabulary, Sadlier Workbooks, and other materials to support teaching and to provide multiple exposures of vocabulary to enhance levels of proficiency. 5. We have assess grades 2-5 on our Sadlier Interactive Vocabulary Baseline Assessment and have an average score 	<p>All Students</p>	<p>September 2014-June 2015</p>	<p>Classroom Teachers, Instructional Leadership Team, School Administration</p>

of 30% for these grades out of 100% of understanding grade level vocabulary as measured by the baseline. Our target percentage by June of 2015 is 75%.			
<u>Strategies to Address the Needs of Students with Disabilities and English Language Learners-</u> In order to support our English Language Learners and Students with Special Needs, teachers are provided with resources at various levels, in order to meet the students at their individualized instruction level in order to push them closer to the expected grade level standards.	All Students	September 2014-June 2015	Classroom Teachers, Instructional Leadership Team, School Administration
<u>Strategies to Increase Parent Involvement-</u> Our parents have been provided with access to the web based programs at home and are communicated to by the teachers the ways in which they can support their child's vocabulary development.	All Students	September 2014- June 2015	Classroom Teachers, Instructional Leadership Team
<u>The Capacity Framework of Trust-</u> In order to address the Capacity Framework Element of Trust, we have been transparent in our goal setting process at the start of the year with the whole staff and during our Initial Planning Conferences with every teacher in the building. At this time, we made it very clear as to our school wide goal, the steps for professional development on an ongoing basis, resources we are making available, and our target goal for the end of the school year to determine levels of success in relation to the goal.	All Students	September 2014- June 2015	Classroom Teachers, Instructional Leadership Team, School Administration

Part 4 – Resources Needed

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

In order to achieve the goals set forth in this action plan, we will need a number of resources to support our achievement. The instructional resources we need to implement this action plan are Vocabulary/Spelling City, Sadlier Vocabulary, and Vocabulary Notebooks for each student. We are utilizing Title 1 SWP funding in order to equip the entire school with these resources. For our After School Program, we are targeting specific students who have demonstrated areas of need in the development of their vocabulary. As a result, we will be utilizing Title 1 SWP funding in order to pay teachers Per Session to work afterschool, every Wednesday, Thursday, and Friday from 2:45-4:45 where our teachers will supplement the instruction during the school day in order to provide additional exposures to the vocabulary during this afterschool time.

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.

	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Sequester/2010 Census
Title 1 SWP

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.

In February of 2015, we will be implementing a mid-year assessment of our vocabulary development using the Sadlier Interactive Vocabulary Program. Our Mid-Year Goal is to increase our school wide percentage on the assessment from 30% to 50% by February of 2015.

Part 6b. Complete in February 2015.

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		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. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	E
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	E
5.5	The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful.	D

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (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.

Reflection

1. At PS 1x, our school wide focus on character development and developing leadership skills amongst all stakeholders and students warrants an Effective and Highly Rating. We have established a number of school wide systems and structures for building strong emotional and social development, in creating a shared vision for the school, and to create a data driven culture that focuses on improved student outcomes.

Strengths

1. Beginning in the Spring of 2014, our school has adopted the “Leader in Me” philosophy aligned to Stephen Covey’s 7 Habits of Highly Effective People. This is a school wide program, involving all facets of the school community, in order to develop highly effective daily practices and to foster leadership qualities in everyone, especially the student population. Through extensive professional development and targeted classroom instruction, our school community has developed these habits and we continue to reinforce these ideals around the school, in the classrooms through explicit teaching and in depth conversation, and among the parent community. Through this process, our school celebrations, monthly themes, and leadership approaches, our incidents and suspensions have decreased, our school community is proactive in establishing a strong culture and student outcomes have improved.

Challenges

1. Our challenge is to further infuse this approach in everyone, including our school support staff, kitchen and building staff, and family members. We will continue to provide opportunities, through parent workshops, staff trainings, and events to further communicate these ideals and to demonstrate the benefits of this in everything we do.

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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By building a shared understanding of qualities of strong instructional practice, teacher effectiveness will be increased by 60% by June 2015. Teachers will be observed three times informally and one time formally in short, frequent cycles and be given focused feedback using the Danielson research-based teaching framework that articulates clear, common expectations for teacher practice as evidenced in teacher observations as documented in Advance.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> 6. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 7. 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). 8. Strategies to increase parent involvement and engagement 9. Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p><u>Research-based instructional programs, professional development, and/or systems and structures needed to impact change-</u></p> <ul style="list-style-type: none"> 1. Using Danielson’s Framework as a guide for professional development, we will begin the work with this goal by further familiarizing our teachers with the components of Danielson’s Framework so they have a firm understanding of the expectations and instructional practices that leads to effective and highly effective instructional practices that lead to improved student outcomes. Our teachers will unpack the Framework, looking at specific areas of focus for each domain, see exemplar practices at work, and reflect upon their own practices and areas they can improve upon in order to address the needs of the students in their classes. Then, through the informal and formal observation process, teachers will be given specific and actionable feedback that they can then utilize in their classrooms. 2. School Administrators and instructional coaches will visit teachers within short cycles of observation in order to ensure that these best practices are becoming institutionalized and implemented on a daily basis for the benefit of the students. We will be utilizing our Monday Professional Development Time and our Tuesday Professional Work time to allow teachers to continue to unpack the Danielson Framework, conduct inter-visitations with other teachers, observe best practices at work, and reflect in a collaborative environment so these best practices can be institutionalized throughout our 	<p>All Students</p>	<p>September 2014-June 2015</p>	<p>Classroom Teachers, Instructional Leadership Team, Administration</p>

school.			
<u>Strategies to address the needs of students with disabilities, English language learners-</u> 1. In order to support English Language Learners and Students with Special Needs, we will include our ESL, Bilingual and Special Education teachers in this process in order to share high level, ESL methodologies, practices for differentiated instruction, and pertinent data in relation to students in sub-groups that will improve instructional practices throughout the building not only for these students, but for all students struggling as a whole throughout the grades.	All Students	September 2014-June 2015	Classroom Teachers, Instructional Leadership Team, Administration
<u>Strategies to increase parent involvement and engagement</u> 1. Parents will be included in this process, in that they will be invited to school events, workshops, and informational sessions held by our Instructional Team, Parent Coordinator, and others in order to engage the parents in the learning and pedagogical approaches associated with improved student outcomes and increased levels of proficiency.	All Students	September 2014-June 2015	Classroom Teachers, Instructional Leadership Team, Administration
<u>Activities that address the Capacity Framework element of Trust-</u> 1. Our teachers have been instructed, with staff developers from the Network, Instructional Coaches, and District Talent Coaches, regarding instructional and pedagogical expectations aligned to the Danielson’s Framework. This addresses the Capacity of Trust because teachers are provided with support in being clear as to the instructional expectations and tangible methods that can be implemented in order to reflect Effective or Highly Effective practices as per the Danielson’s Framework.	All Students	September 2014-June 2015	Classroom Teachers, Instructional Leadership Team, Administration

Part 4 – Resources Needed

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

In order to achieve this goal, we will need our teachers and support staff to attend professional development regularly during our Monday Professional Development time and when necessary provide Per Session Training Rates for teachers to attend professional development outside of their regularly assigned hours or on Saturdays. Additionally, when needed, we will utilize Per Diem in order to fund substitute teachers to cover assigned teachers during the school day so that teachers can be available for inter-visitations or workshops during the regular school day.

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.

	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III		P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													
Sequester													
TL Fair Student Funding													

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.

During the month of February of 2015, we will reassess the progress of this goal, in order to determine the level of improvement of teacher practice based upon the rating on Advance of teacher practice. We should see at least a 40% increase in the number of teachers receiving effective or highly effective ratings on Advance as a result of informal or formal observations.

Part 6b. Complete in February 2015.

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?

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 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. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	E
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	D
4.4	Teachers create a safe environment that is responsive to students’ varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	E
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	D

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (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.

Reflection

At PS 1x, we have established a number of school wide systems and structures for building strong emotional and social development, in creating a shared vision for the school, and to create a data driven culture that focuses on improved student outcomes. Beginning in the Spring of 2014, our school has adopted the “Leader in Me” philosophy aligned to Stephen Covey’s 7 Habits of Highly Effective People. This is a school wide program, involving all facets of the school community, in order to develop highly effective daily practices and to foster leadership qualities in everyone, especially the student population.

Strengths

Through extensive professional development and targeted classroom instruction, our school community has developed these habits and we continue to reinforce these ideals around the school, in the classrooms through explicit teaching and in depth conversation, and among the parent community. Through this process, our school celebrations, monthly themes, and leadership approaches, our incidents and suspensions have decreased, our school community is proactive in establishing a strong culture and student outcomes have improved.

Challenges

Our challenge is to further infuse this approach in everyone, including our school support staff, kitchen and building staff, and family members. We will continue to provide opportunities, through parent workshops, staff trainings, and events to further communicate these ideals and to demonstrate the benefits of this in everything we do.

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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, the principal, administration, coaches, and network leaders will offer regularly weekly and monthly professional development sessions for teachers in best practices for implementing the common core shifts in ELA and math (with a focus on academic vocabulary, text based answers (ELA) and Fluency and Application (math) to enhance students' reading, writing, speaking, listening skills, mental math and real life application of math strategies when solving problems. Additionally, we will provide access to instructional resources, such as professional books, model teaching videos, etc. This will be evidenced in attendance sheets and agendas for all professional development, observed in teacher practice during classroom walk-throughs, assessed using Danielson's rubric, documented in Advance, and reflected in student work and assessments. By June of 2015, our staff will participate in 30 or more workshops/trainings that reflect tailored, research based pedagogical approaches in order to meet specific instructional needs of our students, in general education, special education, and bilingual classes.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> 2. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 3. 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). 4. Strategies to increase parent involvement and engagement 5. Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p><u>Research-based instructional programs, professional development, and/or systems and structures needed to impact change</u></p> <p>1. For the 2014-2015 school year, we are working on enhancing our Response to Intervention approach. We have worked with our teachers in establishing a number of research based instructional interventions, such as Wilson Reading, Reading Rescue, Reading Recovery, iReady, and Great Leaps, in order to meet the specific needs of our students who are struggling to meet grade level expectations in literacy and math. We are training our teachers outside of the building, such as when we sent classroom teachers, paraprofessionals and support staff to receive training of Reading Rescue. Subsequently, these individuals are utilized as instructors of their colleagues, helping to institutionalize the practices and ensure that all teachers are proficient in order to successfully implement the programs with the students on a daily basis.</p>	<p>English language Learners, Students with Special Needs, At Risk</p>	<p>September 2014-June 2015</p>	<p>Instructional Leadership Team, Instructional Coaches, Teachers</p>
<p><u>Strategies to address the needs of students with disabilities, English language learners</u></p> <p>1. As a result of this effort, we will be supporting our students with Special Needs and English Language Learners by having more teachers trained and proficient in these research based approaches. These students will be targeted for RTI and afterschool, so that these</p>	<p>English language Learners, Students with Special Needs, At Risk</p>	<p>September 2014- June 2015</p>	<p>Instructional Leadership Team, Instructional Coaches, Teachers</p>

<p>interventions can be implemented in extended school hours. Additionally, throughout our enhanced RTI program, we will support students who are struggling, limit the amount of referrals, and reduce the number of English Language learners throughout the building and increase the number of English Proficient children throughout the school.</p>			
<p><u>Strategies to increase parent involvement and engagement</u></p> <p>1. We will be making an effort to increase parent communication, by notifying all parents of those students receiving Tier 2 Interventions. They will be notified by letter in both English and Spanish, and will receive ongoing communications by our teaching staff as to the progress their children are making as a result of the interventions and regular classroom instruction.</p>	English language Learners, Students with Special Needs, At Risk	September 2014- June 2015	Instructional Leadership Team, Instructional Coaches, Teachers
<p><u>Activities that address the Capacity Framework element of Trust</u></p> <p>1. This process addresses the Capacity Framework of Trust because we are being completely transparent with our teachers, staff and members as to the procedural elements to Response to Intervention, making our school wide data visible to all, communicating our goals for students who are at risk, and communicating clearly and explicitly with parents of students receiving Tier 2 and 3 interventions.</p>	English language Learners, Students with Special Needs, At Risk	September 2014- June 2015	Instructional Leadership Team, Instructional Coaches, Teachers

Part 4 – Resources Needed

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

Title 1 SWP funds will be utilized to fund our Teacher’s College Reading and Writing Project for the 2014-15 school year. This allocation will result in a series of yearlong profession developments taking place at Teacher’s College for selected teachers over the course of the school year focusing on key instructional areas aligned to Common Core and the Instructional Shifts. Additionally, we will have our yearlong TC staff developers for Calendar days where the Staff Developers provide tailored professional development to teacher teams and individual teachers as needed. Per session funds will be utilized for afterschool for RTI, as well as for materials such as Reading Rescue kits, notebooks and web based instructional programs to support the process.

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.

	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA	X	Title III		P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													
Sequester 2010 Title 1 SWP													

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:

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

In February, we will holistically review the students who are provided with Tier 2 interventions and determine levels of progress and next steps for students who are not progressing as a result of the interventions. 50% of the original group of students should no longer need tier 2 interventions as a result. If we don't meet this target, then we will revisit the level of the intervention and determine next steps in order to meet our goal.

Part 6b. Complete in February 2015.

Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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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 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. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

	Tenet 2 Statement of Practice (SOP) Addressed	HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	D
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	E
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (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.

At PS1x, we have established 3 clear and succinct goals that reflect student achievement and measurable targets in over the course of the school year. First, we have communicated school wide that we are targeting reading comprehension, that by June 2015: Every student in grades 1 -5 will read a minimum of 3 books –fiction and non-fiction with 95% fluency, accuracy and comprehension as measured by the in-book assessment and TC level benchmarks. This process has been emphasized throughout our school community so that we will collaborate as grade teams, vertical teams, and school wide in the planning, preparation, implementation, and analysis of the data as a result of the assessment. Next, our goal for students to achieve 90% or better of the grade level expectations for vocabulary. As a result of this goal, we have established school wide efforts in instructional approaches, online resources, professional development, and planning in relation to our vocabulary goal. Finally, our goal for all students to achieve proficiency in basis math skills, as evidenced by our school created assessments. We have established that leadership and vision planning begins with clear goal setting that can be measured periodically over the course of the year so that ongoing conversations can be had to ensure that we make significant progress towards the completion of the goal.

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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, bilingual students in grades 3-5 will demonstrate growth of two reading levels from their assessed levels at the beginning of the school year in reading, writing, listening, and speaking skills. This growth will be demonstrated through improvements in student language and comprehension, as measured by TC assessments. These students will participate in a PS 1X Afterschool Program in order to meet the specific needs of this population where they will be provided with research based, targeted interventions, using such strategies as explicit teaching of vocabulary and academic language, Total Physical Response (TPR), purposeful grouping, among others.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> 2. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 3. 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). 4. Strategies to increase parent involvement and engagement 5. Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p><u>Research-based instructional programs, professional development, and/or systems and structures needed to impact change</u></p> <p>In order to achieve this goal, we will provide extensive, targeted, and expanded learning for all students in our bilingual and ESL programs. These students will be provided with the opportunity to stay after school additional 2 and ½ hours every Wednesday, Thursday, and Friday and for 3 hours on Saturdays. During this time, our students will be provided with targeted, research based instructional programs and interventions, such as Hot Topics, a content based, high interest reading comprehension program, Seeds of Science, an interactive, literacy based science program that provides hands on experiences, Reading Rescue, a reading intervention program, Great Leaps, an intervention focusing on reading and math fluency, among other. For all of these research-based approaches, our teachers will be trained on their successful implementation and the ways to use the assessment results as data to support instructional next steps and to provide methods for progress monitoring.</p>	<p>ESL/Bilingual Students</p>	<p>September 2014-June 2015</p>	<p>School Administration, School Leadership Team, Bilingual/ESL Teachers</p>
<p><u>Strategies to address the needs of students with disabilities, English language learners</u></p> <p>This process will support our students in meeting grade level expectations, as they will be provided with targeted interventions that support their movement towards grade level standards and expectations.</p>	<p>ESL/Bilingual Students</p>	<p>September 2014-June 2015</p>	<p>School Administration, School Leadership Team, Bilingual/ESL Teachers</p>
<p><u>Strategies to increase parent involvement and engagement</u></p>	<p>ESL/Bilingual Students</p>	<p>September 2014-June</p>	<p>School Administration,</p>

During our PS 1x Afterschool, we will work with parent in order to increase the level of engagement and communication amongst the parents and school staff. Through partnerships with such		2015	School Leadership Team, Bilingual/ESL Teachers
	ESL/Bilingual Students	September 2014-June 2015	School Administration, School Leadership Team, Bilingual/ESL Teachers

Part 4 – Resources Needed

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

Classroom teachers, Funding for Per Session Activities, Vocabulary/Writing Notebooks, Hot Topics Kits, Seeds of Science Kits, Readers Theater Kits

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.

	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III		P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Bilingual/ESL Teachers working Per Session afterschool and on Saturdays, Vocabulary Notebooks, Sadlier Interactive Vocabulary, Vocabulary/Spelling City, MyOn Interactive Library

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

In February of 2015, our instructional team will look at a triangulation of data, including RTI data, iReady assessments, teacher data, and other sources to determine levels of progress being made by our ESL/Bilingual population. Additionally, through our informal and formal assessments of these teachers during the regular school day and during afterschool, school leaders will determine levels of effective and highly effective teaching practices reflected in the classrooms by the teachers working with this target population and generate instructional next steps as a result of our findings.

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

Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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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. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

	Tenet 6 Statement of Practice (SOP) Addressed	HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.	D
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (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.

Reflection

At PS1x, our goal has been to increase and enhance the levels of parent engagement for all parents of students in our school. Our school goal is to provide parents with at least 1 piece of information or report per child that relates to his or her progress academically throughout the school year. Additionally, we are working on improving the information provided to parents, through professional development and teacher meetings, teachers are being instructed on what data to present and the quality and accuracy of the information they are providing parents.

We continue to work with teachers, throughout professional development on an ongoing basis, on the effective use of data sources and how teachers can use the data to provide clear, consistent, and accurate information to parents on a consistent basis and give data based on grade level standards.

Strengths

PS 1x has a number of viable data sources utilizing our web based programs, such as iReady, ST Math, Sadlier Interactive Vocabulary, and MyOn eLibrary program, that provides teachers and school staff members with in depth and extensive information regarding student progress in a multiple academic areas. As we assess our children on an ongoing basis, we have the ability to look in depth at students areas of strength, areas of need, and specific instructional approaches that can be utilized in order to address the needs of the individual child.

Areas of Need

We continue to provide specific training to our teachers to unpack the data sources and communicate with parents on low-inference, data based observations on student progress and provide specific next steps that are aligned to grade level and common core expectations. We also continue are efforts, now utilizing our Tuesday Parent Communication time to establish regular intervals of communication with our parents, through phone calls and/or conferences throughout the school year. As a result, parents will be fully aware of the progress of the children and the ways that they can support the progress at home.

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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, teachers, school staff, and administrators will increase the frequency, quality, and method of communication to parents every month to show an increase from 8.0 to 8.2 on the 2014-2015 NYC School Survey. This will be accomplished through ongoing parent workshops with a focus on the arts, academics, and parent/school participation.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> 7. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 8. 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). 9. Strategies to increase parent involvement and engagement 10. Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p><u>Research-based instructional programs, professional development, and/or systems and structures needed to impact change</u></p> <p>At PS 1x, we have emphasized the importance of consistent, meaningful, and accurate feedback being provided to our parent community amongst our teaching and school support staff. We have worked with our teachers and school staff in provided parents with accurate data about student progress in relation to grade specific standards. We have started by providing teachers with professional development around data and the resources we have in our building for the display, analysis, and communication of school data for all of our school stakeholders, especially our parents, who are entitled to receive ongoing reports about their children’s progress that</p>	<p>School Community/Parents</p>	<p>September 2014-June 2015</p>	<p>School Teachers, Administration</p>

is aligned to the expectations of the grade. For example, we have made an effort to utilize our Web Based Program, iReady, which provides detailed reports about student growth in both ELA and Mathematics, that not only gives a detailed picture of progress, but communicates to teachers and parents areas of focus and specific strategies or learning activities that both teachers and parents can facilitate in order to improve upon these deficiencies.			
<u>Strategies to address the needs of students with disabilities, English language learners</u> This effort will support the needs of the students with disabilities in that our teachers will further their development in taking a data based approach to identifying and addressing specific academic needs of the students and provide targeting approaches and interventions based on this clear and accurate data. Furthermore, parents who are more informed in their child's progress will have a better understanding of their child's growth and development and specific ways in which they can support their child's progress at home.	School Community/Parents	September 2014-June 2015	School Teachers, Administration
<u>Strategies to increase parent involvement and engagement</u> 11. We have provided our teachers with clear expectations about the ways in which to utilize our Tuesday Parent Communication time effectively and efficiently in order to maximize the time and make in productive in meeting our target for parent communication as per the goal mentioned above. Our teachers are trained on focusing on the positive progress made by the students and	School Community/Parents	September 2014-June 2015	School Teachers, Administration

Part 4 – Resources Needed

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

Learning Leaders, Studio in a School, Leader in Me Professional Developers

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.

	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III		P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													
TL Fair Student Funding Title 1 SWP													

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

During February of 2015, we will assess the levels of parent engagement, through surveys, parent meetings, teacher communication logs, and other sources to determine the accuracy and quality of parent communication at this point in the school year.

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

Did the school meet the mid-point benchmark(s) in the timeframe specified?	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
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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.)
English Language Arts (ELA)	Teachers College Reading Benchmarks, iReady Assessments, Independent Reading Assessments, Conference Notes, State Exam Results	Conferring, iReady, Wilson Reading, Reading Recovery, Reading Rescue,	Small Group instruction, Pull out, Push In	During School Day, After School
Mathematics	iReady Assessments, ST Math Assessments, Basic Skills Assessment, Teacher Observation	iReady Math, Great Leaps Math, Reflex Math	Small Group Instruction, Pull Out, Push In	During School day, After School
Science	iReady Assessments, ST Math Assessments, Basic Skills Assessment, Teacher Observation	Hot Topics, Seeds of Science	Small Group Instruction, Pull Out, Push In	During School Day, After School
Social Studies	iReady Assessments, ST Math Assessments, Basic Skills Assessment, Teacher Observation	Hot Topics, Time for Kids, MyOn	Small Group Instruction, Pull Out, Push In	During School Day, After School
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	OORS Reports, Teacher Reports	Second Step, Character Counts, Peer Mediation	Small Group, One on One, Pull Out, Push In	During School Day

07X001 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	709	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	93.7%	% Attendance Rate			91.6%
% Free Lunch	95.9%	% Reduced Lunch			3.4%
% Limited English Proficient	24.7%	% Students with Disabilities			17.7%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.7%	% Black or African American			21.2%
% Hispanic or Latino	75.3%	% Asian or Native Hawaiian/Pacific Islander			0.4%
% White	2.2%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	8.34	# of Assistant Principals (2014-15)			2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			3
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			1.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	1.2%	Average Teacher Absences (2013-14)			8.58
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	15.0%	Mathematics Performance at levels 3 & 4			22.2%
Science Performance at levels 3 & 4 (4th Grade)	65.7%	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

07X001 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	709	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		% Attendance Rate		91.6%
% Free Lunch		% Reduced Lunch		3.4%
% Limited English Proficient		% Students with Disabilities		17.7%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		% Black or African American		21.2%
% Hispanic or Latino		% Asian or Native Hawaiian/Pacific Islander		0.4%
% White		% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	8.34	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		1.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	1.2%	Average Teacher Absences (2013-14)		8.58
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		Mathematics Performance at levels 3 & 4		22.2%
Science Performance at levels 3 & 4 (4th Grade)		Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate				
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

07X001 School Information Sheet

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.

X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I
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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.

At PS 1x, we believe in fostering strong professional ties with our staff in order to promote retention and developing our teachers with high degrees of investment in our school and the children and families we serve. One concrete step we have taken to ensure this is we have developed a partnership with Lehman College's Math Up program. Through this program, Lehman College provides us with a number of teacher interns that are partnered with a Master Teacher within our building. These Master Teachers train the interns over the course of the entire year, with the interns working closely with the teacher in planning and preparation of lessons, facilitating instruction and small groups, and looking closely with the teacher at student data and outcomes. Over the course of the year, the school leadership observes the progress of the interns and considers each intern for hiring the following year. At this point, we have had 12 interns in the past 3 years and have hired 5 teachers who are now on our staff.

Furthermore, our partnership with Teacher's College Reading and Writing Project has enhanced our levels of professional development, with multiple calendar days scheduled throughout the year where staff developers provide onsite workshops and trainings to all of our teaching staff. Additionally, our teachers also are provided with professional development at Columbia University. Teachers turnkey their learning to the staff during our Monday Professional Development time or during scheduled common planning periods during the regular school day.

Finally, we have 3 instructional coaches, 2 literacy coaches and 1 math coach who provide targeted support to all teachers throughout the building based on the needs of the student and the observed areas for improvement during building walkthrough, informal and formal observations. Professional development is provided through demo lessons, study groups, and/or individual conferences.

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).

Our philosophy for professional development is we are all learners and we can all be facilitators of other teachers' development. Our approach is a multi-faceted strategy, where teacher teams meet regularly, share best practices, attend workshops, turnkey their learning to their colleagues and apply practices. Additionally, we utilize a "Lab Site" model, where teachers plan together, teach together with a group of children, and then reflect afterwards and plan instruction based on their learning. We have started the process of including paraprofessional and support staff in professional development activities, especially in specific intervention

strategies and programs. As a result, paraprofessionals and support staff can assist in providing high quality interventions to students throughout the building.

Teachers develop a deeper understanding of their professional development needs, are aware of the professional development supports available to them and know whom to go to and how to access resources and information to enhance their individual professional growth, teaching and learning performance and collaborative and team processes skills.

Understandings:

- Teachers understand the difference between quality teaching and effective teaching
- Teachers understand the importance of knowing themselves and of communicating professional development needs to peers, colleagues, supervisors, coaches, mentors and support organizations.
- Teachers prioritize, develop a personal learning plan, and reflect on their professional growth regularly (twice a month) to enhance their teaching and learning environments.
- New teachers understand the importance of being proactive in their accessing, utilizing and seeking/researching resources that will enhance their teaching performance.
- New teachers understand the importance of participating and completing units of support outlined by the administration during their first year of teaching.
- Teachers understand the benefits of planning as a team, participating in study groups and sharing best practices with each other.
- Teachers use the Internet and the technology available to take and give courses, research information and access resources to address their individual professional development needs.
- Teachers create and use their blogs to share best and effective teaching practices and to display exemplary student work.
- Teachers understand the importance of completing surveys, sharing individual needs and reaching out to colleagues and support staff for additional support.

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.).

We utilize a number of strategies to assist preschool children from early childhood to elementary. First, we provide tours of our school for pre-kindergarten families throughout the school year to familiarize the students and parents of the programs we offer and the instructional supports we provide. Next, our Pre-Kindergarten teachers are included in professional development sessions with the entire staff to support communication amongst all teachers and alignment of instructional practices that will serve the students. Our Pre-Kindergarten program and kindergarten teacher meet periodically throughout the year to share practices and discuss student progress in order to support all the teachers in the development of the students and in to ensure readiness. Additionally, the Pre-Kindergarten teacher work closely with our School Assessment Team in order to determine intervention needed for students who are demonstrating challenges in meeting the grade level expectation in order to prepare them for the next level of their education.

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.

Our school’s Instructional Leadership Team, in conjunction with lead teachers, work closely together during weekly staff meetings to discuss assessment processes that will accurately determine student progress and provided valuable information to teachers and school staff in order to determine instructional next steps to ensure that all student meet grade level standards by the end of the school year. This year, we have placed a high emphasis on Independent Reading Assessment, which provided student opportunities to read an entire book at their pre-determined reading level and respond to comprehension questions reflecting various grade appropriate skills student must have mastered by the end of the school year. Our staff has been provided with in depth professional development from Spring of 2014, with the author of the assessment herself, throughout the fall and ongoing in order to ensure that teachers understand the assessment, implement it properly with their students, and make informed decisions about next steps as a result of the data the assessment provides.

Additionally, our teacher are utilizing a number of research based intervention, such as Wilson Reading, Great Leaps, and Reading Rescue in order to provide Response to Intervention for those students in need of additional support. Our teachers have been trained in these interventions and are then instructed to turnkey their learning for the other staff members in order to promote school wide proficiency in the implementation of the intervention services.

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 codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) 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 consolidated². **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			
Title I School Improvement 1003(a)	Federal			

Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/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.

²The **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/SCEP.
- **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 LEP/ELL 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.

Section 9: 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 SCEP 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) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[PS 1x- The Courtlandt School]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between 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. **[PS 1x-The Courtlandt School]** will support parents and families of Title I students by:

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

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

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

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;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;

- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

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

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

C. Teacher Qualifications

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

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

D. Student Demographics

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

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

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

	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	68		8	44		16	1			113
Dual Language										0
ESL	46		3	20		4				66

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	Total
Total	114	0	11	64	0	20	1	0	0	179
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE	23	25	20	16	9	14								107
SELECT ONE														0
SELECT ONE														0
TOTAL	23	25	20	16	9	14	0	107						

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): <u> </u>	Number of third language speakers: <u>0</u>	
Ethnic breakdown of EPs (Number):		
African-American: <u> </u>	Asian: <u>0</u>	Hispanic/Latino: <u> </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	2	13	25	2	9	6								57
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic						1								1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		2	3	1	2									8
TOTAL	2	15	28	3	11	7	0	66						

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)		1												1
Intermediate(I)	1	15												16
Advanced (A)	1	18												19
Total	2	34	0	36										

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	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	17	3			20
4	14	3			17
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	4		6		7	1			18
8									0

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

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

groups, reading conferences, and for whole group instruction.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The NYSESLAT data shows that the ELLs are making progress on the assessment by moving to the next proficiency level. Most of the students from second grade and above are advanced. Special education ELLs scored intermediate on the NYSESLAT. ELLs, who are at the beginning level, are newcomers. PS1 increased the pass rate from the previous year, 7 students proficient, to 43 students proficient.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

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

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

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

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

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

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

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
In the school year 2011-2012, students were advancing to the next proficiency level; however, only seven students tested proficient on the NYSESLAT. In the 2012-2013 school year, after a more critical look at the data, teachers changed their instructional approach. As a result, forty-three ELLs tested proficient on the NYSESLAT in Spring 2013. Furthermore, we saw a large increase in students testing advanced.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
Students who are registering to NYC school system for the first time are provided with a welcome packet that includes the Home Language Information Survey (HLIS) in the parents' native language. The Home Language Information Survey is a required document parents have to fill out with pertinent information regarding the language spoken at home. The ESL instructors conduct an initial interview where it is determined if the student(s) speak any language other than English. The HLIS information is entered in the ATS system by our Pupil Accounting Secretary. Ms. Opong and Ms. Lepkowski, the ESL instructors, use the HLIS information to determine the language code, and if the students are eligible for the LAB-R test. For students who speak a language other than English, a LAB-R is scheduled within 10 days of enrollment. The LAB-R is administered by Ms. Opong and/or Ms. Lepkowski, who are licensed ESL teachers. Informal interviews are conducted in the parents' native language by our bilingual team and qualified DOE translators (for languages other than Spanish). The Spanish Lab is administered to students whose home language is Spanish, and whose English LAB-R raw score determined their proficiency as beginner, intermediate, or advanced. The HLIS are stored in the cumulative folders of the students and a copy is kept in the ESL instructors classroom.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
Once students are tested and eligible for services, Ms. Opong and Ms. Lepkowski, the ESL instructors, Ms. Galarza, the Parent Coordinator, and Mr. Grande, the assistant principal, send letters to parents to attend our scheduled parent orientation sessions. At the beginning of the year, we schedule two parent orientation sessions one, in the morning, and one, in the afternoon, as well as make-up sessions. Additionally, we continue to reach out to parents who did not attend via telephone and written correspondence. Parent orientations are scheduled on an ongoing basis for new arrivals.

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

The outreach plan is as follows:

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

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

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

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

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language. The criteria used to place identified ELL students in bilingual or ESL instructional programs is the LAB-R and the parent selection form. The bilingual department meets with the assistant principal to determine placement of students.

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

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

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year. The ESL instructors, Ms. Opong and Ms. Lepkowski, administer the speaking section individually to all ELLs. Ms. Opong delivers the exam to grade bands K-2, and Ms. Lepkowski administers the exam to grade bands 3-5. For the listening, reading, and writing sections, students are broken up into small groups that are proctored by the ESL instructors as well as members of the bilingual team. There are several opportunities for make-up as needed. Students with IEPs are tested with their specific accommodations.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

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

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

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

Transitional Bilingual Classrooms

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

ESL

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

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

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

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

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

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

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

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

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

Native language arts instruction is always delivered to ELLs in Transitional Bilingual Education for 180 minutes per week. Native language support is used when needed in the ESL classroom. ESL instruction is delivered through the balanced literacy approach targeting literacy instruction through read-alouds, shared reading, interactive writing, shared writing, and word study. Specific strategies and scaffolds such as small group instruction, hands on activities, visuals, and technology (such as Smartboards, document cameras, flip cameras) support the different needs and learning styles of the students. The Teachers College Program is used to provide instruction to our students.

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

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

Transitional Bilingual

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

English as a Second Language

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

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
We currently use the Spanish Lab-R to determine native language proficiency in Spanish.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
English as a Second Language

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

Transitional Bilingual

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

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

a. SIFE

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

b. Newcomers

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

c. 4-6 Years of Service

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

c. Long-Term ELLs

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

e. Former ELLs

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

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

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

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

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

Courses Taught in Languages Other than English ⓘ

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

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

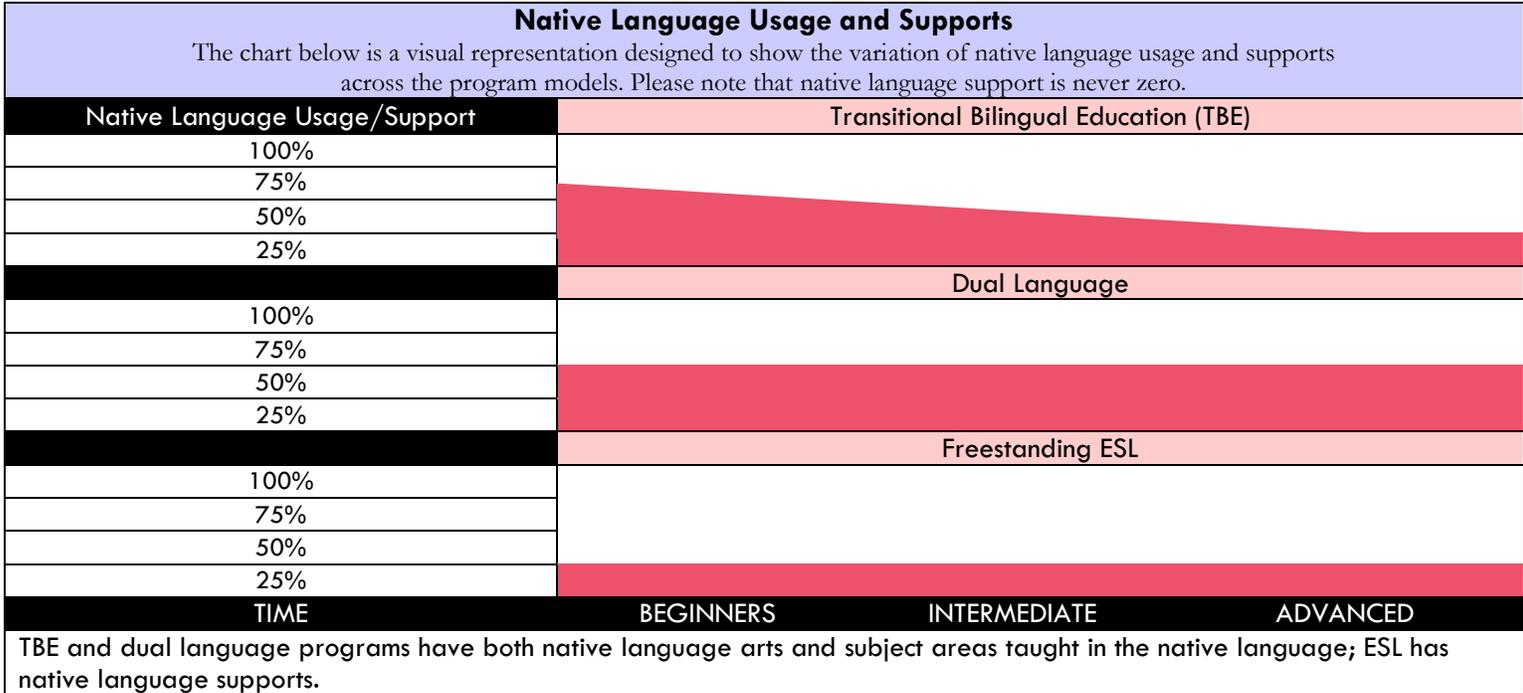
Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			
Social Studies:			
Math:			
Science:			

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

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

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

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



B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Targeted interventions for ELLs in ELA in the content areas include: Words their Way, Wilson Foundation, Fountas and Pinnell Phonics Lessons, Sounds in Motions, Reading Rescue, Reading Recovery, and ESL Brainpop. Based on multiple assessments, academic intervention services (AIS) are provided to students who show a need for support in ELA and the content areas. Targeted interventions for Math, Science, and Social Studies takes place in small groups to address specific needs in both language and content. Intervention services are provided to students reaching proficiency through the schools extended day programs. These services continue for two years after they exit the program.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- After reviewing the NYSESLAT data, the patterns reveal that the majority of students are strong in listening/speaking. The modality areas students need to improve on are reading/writing. The goal for this year is to increase proficiency levels in reading/writing amongst all ELLs. The ELLs need help and support for all four modalities of language in the following order: Writing, Reading, Listening and Speaking. The patterns across proficiency and grades in the ESL program show that the school witnesses a high passing rate for 2nd grade students on the Spring 2013 NYSESLAT. All, but one, of the 2nd graders at PS1 were able to test proficient. In addition, there was a higher pass rate for ELLs in the 3rd to 5th grades, as we currently service 19 ELLs and the previous year we serviced 36 ELLs.
11. What new programs or improvements will be considered for the upcoming school year?
- Every year, PS1X designs programs for ELLs in order to foster achievement. This year we have added four additional resources to build phonemic awareness and grammar: Sounds in Motion, Spelling City, ESL Brainpop, and Vocabulary workbooks. Sounds in Motion is a program used with K-2 ELLs which focuses on phonemic awareness, early literacy, auditory perception, and articulation through movement. ESL Brain Pop is used with ELLs 3-5 for grammar. Furthermore, the school is using Move to Improve, which is an academic physical education curriculum that supports healthy body and mind. TBE and ESL instructors use this program to review vocabulary and comprehension.
12. What programs/services for ELLs will be discontinued and why?
- The school is not planning to discontinue any programs/services.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Students are asked to participate in programming via letters to parents. Parents sign consent forms, and students are placed in the appropriate program. All ELLs are afforded the opportunity to attend programs provided by the school. These programs include: Title III afterschool, ELL Saturday Academy, Title III Summer Enrichment Programs, extended day, and support from off-site agencies. In addition to the programs mentioned above, some ELLs participate in basketball, Chess in the School, Ballroom Dancing, Chorus, Leadership Program, Rock Band, and Mouse Squad. ELLs participate in all programs available. They are given the same opportunities as non-ELLs plus they have access to special groups created with funds designated only for ELLs.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Computers softwares are used for instruction including I-Ready, ST Math, ESL Brainpop, and Ipad applications. These softwares target the skills ELLs need to improve academically. In order to determine what skills to target, the ESL instructors and teachers look at the Modality Report. These literacy programs promote a better understanding of ELA:
- Words Their Way
 - Wilson Foundations
 - Fountas and Pinnell Phonics Lessons
 - Getting Ready for the NYSESLAT
 - Sounds in Motion
 - ESL Brainpop.

Additionally, these content area programs support language development:

National Geographic Non-Fiction
Hot Topics (Evan-Moor Publications)
Go Math! (English and Spanish)

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

TBE

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

ESL

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

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

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

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

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

18. What language electives are offered to ELLs?

We do not have any language electives offered at PS1X.

19. For schools with dual language programs:

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

Paste response to questions here:

C. Professional Development and Support for School Staff

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

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

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

The Assistant Principals, teachers, paraprofessionals, guidance counselors, special education teachers, therapists, secretaries, parent coordinators, volunteers and school aides participate in the trainings. Professional development occurs the first Monday of every month at our faculty conference, every Tuesday at 7:15 in the library, three Thursdays a month from 8-837 in the gym, and during other times on-site and off-site as necessary.

Some of the trainings and PDs include:

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

D. Parental Involvement

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

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

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 02 Network: 003

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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



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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 100
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input 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: 4
 # of certified ESL/Bilingual teachers: 4
 # of content area teachers: 0

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:

Rationale

Our Title 3 program's goal is to increase the number of English Language Learners reaching proficiency levels as per the NYSESLAT exam. For the 2013-14, 19% of our students achieved proficiency on the NYSESLAT out of a total of 178 English Language Learners. For the 2014-2015 school year, our goal is to have 40% of our current English Language Learners (totaling 170) reach proficiency with the support of the Title III program.

Our Saturday Program will focus on language development through content area study, with teachers focusing on Academic Language and Vocabulary instruction, speaking and listening, reading and writing in the content areas, and students engaging in project based learning. Teachers utilize ESL methodologies, such as TPR (Total Physical Response), strategic grouping, visual aids, graphic organizers, explicit vocabulary instruction, among others, to address the language and academic needs of the students. Additionally, we will utilize web based programs in order to diagnose areas of need and which will create individualized programs for reading, vocabulary, and math instruction.

We will be utilizing 60% of the Direct Instruction Funding for Teacher Per Session, approximately \$20,000 of the funding, from November to May, in order to facilitate approximately 30 Saturday sessions within this time period.

Subgroups and Grade Levels Served

Grade Level	# of Total ELLs	# of ELLs in ESL Program	# of ELLs in Bilingual Program
K	29	10	19
1	37	13	24
2	34	8	26
3	27	10	17
4	27	6	21
5	14	6	8

Language of Instruction

The language of instruction will be based on levels of proficiency of each student. Our bilingual teachers

Part B: Direct Instruction Supplemental Program Information

will teach a percentage of the time in Spanish and a percentage of English based on the needs of the children. As the program progresses, teachers will adjust the balance of English and Spanish based on students' language development.

and Types of Certified Teachers

Our plan includes 4 teachers, 2 of whom have a bilingual license and 2 who have an ESL license.

Types of Material Used

Our teachers will supplement our Teacher's College Units for Reading and Writing with additional resources focusing on language development, reading and writing, vocabulary, and mathematics.

Programs include:

Hot Topics- High Interest Social Studies and Science articles with infused with vocabulary, assessments, and web resources. Students create "replications" where they replicate the non-fiction writing with their own articles based on topics of their choosing.

iReady- A diagnostic/Prescriptive web based program which diagnoses students' reading and math levels and prescribes a program based on the student needs.

MyOn- A web based library where students choose or are assigned books in both fiction and non-fiction at their levels and respond to questions in order to determine levels of comprehension.

ST Math- Students are introduced to Common Core aligned concepts and complete rigorous and challenging tasks in a non-verbal fashion in order to progress through various levels of complexity. This program is extremely beneficial to English Language Learners in that the program is not reliant on language to communicate the challenges, and instead explores the topics through visuals and symbols.

Seeds of Science- A comprehensive science program that addressed various topics at different grade levels. Each kit explores a specific topic, such as water, space, etc. Teachers are provided with leveled texts, hands on resources, and tasks aligned to the topic within each kit.

The additional 20% of OTPS funding, in part will be utilized in order to purchase additional materials, such as Hot Topics Kits, student notebooks, and other materials needed to facilitate the Saturday Program.

Part C: Professional Development

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

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

Part C: Professional Development

- name of provider

Begin description here: _____

Each teacher serving students in the Title 3 program will receive training in the above mentioned instructional approaches. At least 4 teachers will participate in 3 afternoon sessions for 2 hours per session. The topics covered will include teaching Academic Language, Project Based Learning and exploring English Language Development. Facilitators will include school administration, instructional coaches, and network support. We will use Per Session Training Rate in order to pay teachers and facilitators to attend the trainings. This 10% allocation will be approximately \$3,000 of the total funds.

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:

Rationale

Through Title 3 funding, we will be providing engaging experiences for parents of English Language Learners. We will invite parents to participate in sessions, with partnerships from Community Based Organizations, in order to further bridge the connection between the schools and these parents. We will schedule a number of workshops for parents in our ESL and Bilingual programs in the arts, healthy living, and academics in order to better support their children in their development. We will utilize 10% of the funding, approximately \$3,260.80 to pay the vendors

Schedule

We will hold a series of workshops during our Saturday program for parents.

Topics

We will cover the arts (drawing, painting, sculpting), healthy living (Zumba, dance, etc.) and academic supports for the children.

Name of Provider

Studio in a School, Bronx Arts Ensemble, Learning Leaders

Part D: Parental Engagement Activities

Notification

Parents will be notified of the programs through parent letters in their native language, phone masters sent to parents, posting on the school website, posters and announcements around the building, and with the support of our Parent Coordinator and Parent Association.

Part E: Budget

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

Allocation Amount: \$ _____

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