

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

15K001

School Name:

P.S. 001 THE BERGEN

Principal:

ARLENE RAMOS

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Public School 1K School Number (DBN): 15K001
Grades Served: PreK-5th
School Address: 309 47th Street, Brooklyn 11220
Phone Number: 718 567-7661 Fax: 718 567-9771
School Contact Person: Arlene Ramos Email Address: ARamos4@schools.nyc.gov
Principal: Arlene Ramos
UFT Chapter Leader: Kathleen Massar
Parents' Association President: Janai Lopez
SLT Chairperson: Jessica Tamerlani
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Lourdes Arena
Student Representative(s):

District Information

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

Borough Field Support Center (BFSC)

Brooklyn North
BFSC Bernadette
BFSC: Fitzgerald Director: Bernadette Fitzgerald
Director's Office Address: 131 Livingston St. Room 501
Director's Email Address: BFitzge2@schools.nyc.gov
Phone Number: 718 225-5119 Fax: 718 935-4314

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with 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:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Loudes Arenas	Member/ Parent	
	Member/	

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

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

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



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

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
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.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

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.

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

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** 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 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **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. Title I schools must also 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

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. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

1) P. S. 1 is comprised of 1247 students of which :

- 56.08% female
- 48.91% male
- 88.37% Hispanic
- .32% American Indian or Alaskan Native
- 7.29% Asian
- .96% Black
- 3.04% White
- 48.00% ELL
- 93.00 % General Education Students
- 12.00% Students with Disabilities
- 94.91% Attendance Rate

Our School Mission Statement is:

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

Use data to inform our instruction

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

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

- Councilman's Office
- Center For Family Life (Community Based Organization)
- Lutheran Medical Center (Community Based Organization)
- Teaching Fellows
- Center for Integrated Teacher Education
- Parents
- FDNY and NYPD
- Grow New York
- Brooklyn Museum
- Health Plus
- Metropolitan Museum of Art
- Robin Hood Grant
- Ballet Tech
- NYU

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

- Monthly Meetings with Parents
- Fabulous Fridays
- Evening Workshops
- Yoga during Parent Engagement Time
- Technology during Parent Engagement Time
- English Classes for Parents
- Monthly Parent Trips
- SLT (including a SBO member)
- Monthly Parent Executive Board Meetings
- Weekly Parent meeting with Parent Coordinator

- Saturday Parent Program

2) SWD – ELLs

- We have identified students with disabilities and have been identified as English Language Learners. As a result of their status, it has been a challenge to address both areas. These students often have severe challenges in their language acquisition which hinders their academic progress.
- 48% of our students are English Language Learners and the majority of our students come from homes where their first language is not English.
- 12% of the students are students with learning or speech disabilities that impact their ELA progress and meeting their IEP goals.

3) Elements of the Framework that the school made the most progress

Based on the 2015 Met and Not Met Promotional Criteria

- Higher #'s of SWD met ELA and Math Promotional Criteria as compared to 2014 met and not met promotion criteria
- Higher #'s of General Education students met ELA and Math Promotional Criteria as compared to 2014 met and not met promotion criteria
- ELL students sustained the same #'s of students that met criteria in Math

The area in the framework in which the school made the most progress are

1. 5b Supportive Environment
2. 5e Strong Family Community Ties

Key Areas of focus for this school year

- The ELA results demonstrates there is a significant gap between general education student that are on grade level as compared to our special populations (ELLs, SWD)
- The ELA results also demonstrates with subsequent grades, the number of Level 2s increase, while the number of students on grade level (3s and 4s is decreasing. Level 1s decreased slightly.
- The Math results demonstrate the percent on grade level is decreasing with each subsequent grade. This is mostly due to a lost of students receiving level 4s. Level 2s and 3s remain largely unchanged; Level 1 increased.
- The Math results demonstrate a gap between general education students and special populations is still large; however, ELLs ten to score at level 2, while students with IEP's more frequently score at level 1.

15K001 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	1280	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	80.9%	% Attendance Rate		94.2%
% Free Lunch	79.3%	% Reduced Lunch		0.6%
% Limited English Proficient	39.9%	% Students with Disabilities		19.5%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.4%	% Black or African American		1.5%
% Hispanic or Latino	87.0%	% Asian or Native Hawaiian/Pacific Islander		8.8%
% White	2.3%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	0.63	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		4
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.8%	Average Teacher Absences (2013-14)		8.85
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	17.8%	Mathematics Performance at levels 3 & 4		29.6%
Science Performance at levels 3 & 4 (4th Grade)	84.9%	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	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
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		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	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		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	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	YES	Limited English Proficient		YES
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 – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

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

Comprehensive Assessment

According to the 2014-2015 quality review evaluation, one area of strength is in ensuring that the curriculum is aligned to the Common Core Learning Standards. Our curriculum maps also showcase planning that address the needs of diverse members of our community. Teachers have access to materials that highlight different learning styles.

However, as indicated in the graph below the domain 3 (Instruction) as it pertains to ELLs or Sp Ed ELLs, is the area in need of focus. As a whole, staff is able to plan lessons, provide a supportive environment and seek professional opportunities, but it has limited impact on student learning.

ELA Overall Performance % of Grade level

Level	number	Percentage	% of Grade level
1	197	40.87%	
2	209	43.36%	
3	65	13.49%	
4	11	2.28%	15.77%

Math Overall Performance % of Grade level

Level	number	Percentage	% of Grade level
1	145	29.71%	
2	183	37.50%	
3	121	24.80%	
4	39	7.99%	32.79%

School’s Strengths

- Journeys Curriculum is Common Core aligned
- Journeys Curriculum offers embedded supports for ELLs students
- Journeys Curriculum has relevant connected RTI supports
- Teachers use Professional Learning Communities as an opportunity to deepen their understanding of the Common Core Learning Standards

- School-based Inquiry focus
- Push-in co-teaching practices are in place for Special Education Teacher Support Services, English Language Learners, and Related Services during Literacy Blocks
- Staff Developers and Professional Learning Communities are customized to provide teachers as they work to meet the needs of all learners
- Students participate in Culminating Motivational Activities such as Writing Celebrations, Reading Projects, Collaborative Social Studies Research Projects which parents are invited to attend

School's Needs

In order to ensure rigorous practices

- more professional development is needed to deepen understanding of standards in relation to curriculum and/or content area

In order to deliver customized instruction for ELLs and Sp Ed ELLs

- Ongoing formative assessments is needed in Pre K- fifth grade to capture progress towards standards
- Professional development is needed in data driven planning (understanding mastery, and implications for planning and instruction)
- Data analysis opportunities need to be created

In order to motivate students and develop their critical thinking skills to move 3's to 4's

- we need to integrate more opportunities for self-directed and research-based learning within reading, writing and the content areas
- Professional Development on Universal Design for Learning to support learners with speech and language needs
- Planning and articulation time for Individual Educational Plan and English Language Learner providers and classroom teachers

Data Sources:

2013-2014 ELA Results

Grade 4: 40% Level 1, 45% Level 2, 16%, .01% Level 3

Grade 5: 63% Level 1, 49% Level 2, 2%, .05% Level 3

- Overall teacher ratings based on the Danielson Framework
- School survey given in March 2014
- Parent survey given in March 2014

- Student achievement data from the 2013-2014 Common Core ELA and Math Exams
- Student achievement data from the 2014 NYSESLAT exam
- Analysis of TC benchmark data such as Running Records and the Teachers College Writing Continuum
- Analysis of mathematics end of unit assessments
- Analysis of data from New York City Performance Tasks
- Analysis of Grade 4 New York City Science Exam (written and performance assessment)
- Analysis of teacher observations (conference notes, checklists) for partnership work, small group work, and independent work
- Principal Performance Observation
- Mock Quality Review results
- Professional Learning Surveys
- Report Cards
- Student progress Reports
- Formative Instructional Walks (math & literacy)

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 20% of our ELLs and 10 % of our SWD will be on grade level in ELA.

By June 2016, 25% of our ELLS and 20% of our SWD will be on grade level in Math.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Research-based instructional programs</p> <ul style="list-style-type: none"> • Implementation of Journeys Curriculum • Professional Development/Activities <ul style="list-style-type: none"> o Study Groups o Inquiry Groups o Classroom Inter-visitation o Journeys Consultants o Analyzing formal and summative assessments o Peer Feedback o Observation & Feedback 	<p>All Classroom Support Staff</p>	<p>Sept.-June</p>	<p>School Administration Coaches Teachers</p> <p>will oversee activities by conducting learning walks, inter-visitations, data review and observations.</p>
<p>Strategies to address the needs of students with disabilities</p> <ul style="list-style-type: none"> • Analyzing formative and summative assessments • Inquiry groups based on addressing student needs • Study groups to understand and implement Go Math and Journeys Curriculum that support ELL and students with disabilities. 	<p>Students with Disabilities and ELL groups</p>	<p>Sept.-June</p>	<p>School Administration Coaches Teachers</p> <p>Will formulate schedule during the school day and during PLC Mondays to analyze data.</p> <p>Observations will be conducted to monitor student progress.</p>
<p>Strategies to Increase Parent Involvement</p>	<p>Parents</p>	<p>Sept.-June</p>	<p>Teachers</p>

<ul style="list-style-type: none"> • Journeys Information Workshops • Go Math Workshops • Fabulous Friday (Parents visit classrooms) • Parent Coordinator Weekly Workshops • IReady Workshops • Evening Parent Workshop • Saturday Parent Academy Workshops • Labsite/modeling(to demonstrate best practices) 			Parents School Administration Coaches Parent Coordinator will collect attendance sheets to determine monitor attendance during parent meetings.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • Per Session Pay for Literacy, Social Studies, and Math Committees • Per Diem Pay for Literacy, Social Studies, and Math Committees • Literacy and Math Consultants and Journeys • Literacy and Math Coaches (In-House) • Supplies • Per Session Pay For Inquiry Core Facilitator Team • Subscriptions for Web Based Resources • Per Session Pay for After School Programs 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By Feb, 2016, 10% of our ELLs and 5 % of our SWD will be on grade level in ELA.

By Feb 2016, 16% of our ELLS and 10% of our SWD will be on grade level in Math.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data. • Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.
Not a school goal.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART– <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

Comprehensive Assessment

Based on our Quality Review conducted in December 2014, Danielson Domain 3, teacher surveys and met and not met promotional criteria, it is evident that we need to continue to enhance structures to analyze, study and implement best practices to support student learning.

School’s Strength

Based on the Quality Review the majority of the teachers participated in structured professional collaborations, and engage in raising student achievement. Teacher's consistently use student assessments to analyze, group and scaffold supports as well as focus on teacher practice to address student learning needs. This is evident based on overall Measure of Teacher practice (MOTP) ratings for the 2014/2015 school year.

- 88% of the teachers received a rating of E in Domain 4 of the Danielson Framework
- 12% of the teachers received a rating of Highly Effective in Domain 4 of the Danielson Framework
- 91% of the teachers received a rating of E in Domain 2 of the Danielson Framework
- 9% of the teachers received Highly Effective in Domain 2 of the Danielson Framework
- As per the Quality Review Rubric indicator 4.2 was identified as an area of celebration
- A wide variety of professional development practices were provided
- Curriculum maps were created specifically to include modification for various learners

School’s Needs

Based on the Quality Review teaching strategies inconsistently provide students multiple entry points to the curricula, and students thinking and participation are uneven based on student work and discussions. Although, teacher practice is aligned to the curricula and reflects high expectations all learners are not engaged in rigorous learning which pushes their thinking and encourages them to explore and examine their learning. Teachers need to collaborate on finding multiple entry points to address the needs of ELLs and SWD students.

- A clear plan for working with students with disabilities who are ELLs

- Engage students in developing critical thinking skills based on multiple resources utilizing technology to develop an interactive curriculum
- Utilizing student’s IEP present level of performance goals to plan instruction
- Utilizing student’s NYSESLAT and NYSITELL data to plan instruction
- Using a variety of discussion techniques to develop students oral language

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, M measurable, Achievable, Relevant, and Time-bound.

By June 2016, 95% of the teachers will participate in an Inquiry team to develop multiple entry points for ELLs and SWD students as measured by rating of effective or higher in effective or higher in Domain I and 3 of the Danielson Framework.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • Teachers will meet during Professional Learning Communities on Mondays to unpack the ELA curriculum and plan for the implementation of the new curriculum • Teachers will meet by weekly in inquiry teams to incorporate the critical thinking questions aligned with the CCLS Math and ELA Standards during the Literacy and Math lessons (e.g. Number Talks, Go Deeper) • Teachers will develop an inquiry question to study based on a problem identified by the teachers on the grade 	<p>Teachers</p> <p>Students</p> <p>Students</p> <p>Students</p> <p>Students</p> <p>Teachers</p>	<p>Sept.-Dec.</p> <p>Sept.-June Daily</p> <p>Sept.-June Bi-Weekly</p> <p>Sept.-June</p> <p>Sept-June</p> <p>Sept.-June</p>	<p>Administration</p> <p>Coaches</p> <p>Teachers</p> <p>Teachers</p> <p>Teachers</p> <p>Teachers, Out of classroom teachers, support staff</p>

<ul style="list-style-type: none"> • Out of classroom personnel and support staff will collaborate with classroom teachers to support the curriculum and develop student learning • Classroom intra-visitations will be conducted to enhance student progress • Professional development training will be provided to teachers on how to incorporate technology in the ELA and Math curriculum 			Teachers Administration Coaches Administration Teachers Coaches
<ul style="list-style-type: none"> • ELL, Special Education and Related Service Providers will collaborate to discuss students' IEP and language levels and develop a plan to support student learning • School Implementation Team (SIT) will meet to review IEPs and determine whether student's academic placement is in the LRE setting • Response to Intervention Team will identify non IEP students who are struggling and develop an intervention plan to support academic growth and track progress 	Students Students Non IEP students	Sept.-June Monthly Sept.-June Bi-monthly Sept.-June Bi-monthly	Administration Coaches Sp. Ed. Team ELL Teachers Related Service Provider SIT Committee RTI Team
<ul style="list-style-type: none"> • Translations (verbally and of documents as needed) • Parents Chaperones on school trips 	Parents Student	Sept.-June Sept.-June	Administration Teachers Teachers
• Parent Workshops			

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Per Session Activity											
Per Diem											
Transportation											
Translation services											
Materials											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By FEB. 2016, 95% of the teachers will participate in an Inquiry team to develop multiple entry points for ELLs and SWD students as measured by rating of effective or higher in effective or higher in Domain I Danielson Framework.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

1. Based on the Quality Review indicator 1.2 and observations conducted there are inconsistent instructional practices.

	I	D	E	HI
Domain 1				
Planning and Prep	0%	13%	84%	3%
Domain 2				
Classroom Environment	0%	1%	91%	9%
Domain 3				
Instruction	0%	20%	78%	2%
Domain 4				
Professional Responsibilities	0%	0%	88%	12%
Overall		12%	84%	4%

2. School Strengths

- 91% of the teachers received an effective rating in Domain 2 of the Danielson Rubric
- 88% of our teachers received an effective rating in Domain 4 of the Danielson Rubric
- 9% of the teachers received Highly Effective in Domain 2 of the Danielson Rubric
- The number of incident reports has decreased since last year
- The overall number of students meeting promotional criteria has increased
- Teachers are provided with a variety of professional development activities
- Several committees have been formed to study teaching practices
- Surveys are conducted to gather teacher feedback on administrative support

Area of Need

- Clear, consistent administrative feedback to teachers
- Consistent follow up on the impact of professional development on student learning
- Administer specific schedule or Assistant Principals to meet with grade team leaders
- Creating teacher lead professional development activities
- Study group for teachers who work with ELL-IEP's
- Study group for teachers who work with Bilingual/ESL and Dual Language students
- Developing teachers to support students in obtaining Levels 3 & 4 in ELA and Math
- Implementation of new ELA Curriculum
- Using assessment in instruction

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 85% of the teachers will receive a rating of Effective in Domain 3.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<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>
<ul style="list-style-type: none"> • All teachers will have an initial conference with their immediate supervisor to develop a teacher goal for the 	<p>Teachers</p>	<p>September</p>	<p>Administration</p>

<p>year based on their MOTP and MOSL Rating to improve student progress.</p> <ul style="list-style-type: none"> • A professional development plan will be created and implemented to support teachers’ goal to increase student progress. • Administrators will conduct formal and informal observations and provide specific feedback on how professional practices are supporting student progress. 	Students	Sept.-June	Administration
	Teachers	Mid Sept. - June	Coaches
	Students		Administration
	Teachers		
<ul style="list-style-type: none"> • Teachers will meet during grade wide PLC to study ELA and Math Curriculum. • Teachers will discuss best practices by videotaping their practice and discussing an essential question that will support instruction. • Labsites will provide teachers with explicit feedback in support of professional practices. • Teachers will analyze student formative and summative data to develop a plan for students to impact student learning. • Study groups will be conducted to identify best practices to increase ELA and Math/NYSESLAT scores. • Teachers will participate in an inquiry based model to study how to impact student learning for our high needs area. • Teachers will meet with their immediate supervisor and have a plan on how supervisors can support their professional learning • Immediate supervisors will be tracking teachers professional learning • Teachers will be selected to attend professional learning that directly correlates with their professional plan. • Professional Learning Communities have been established. Teachers may choose to facilitate or be part of a study group. 	Students		
	Teachers	Sept.-June	Teachers
	Teachers	Sept.-June	Coaches
	Teachers	Sept.-June	Teachers
	Teachers	Sept.-June	Coaches
	Students	Oct.- June	Teachers
	Teachers	Oct.-June	Coaches
	Students	Sept.-June	Teachers
	Teachers	Ongoing	Administration
	Students	Sept.-June	Coaches
	Teachers	Ongoing	Teachers
	Teachers	Sept.-June	Administration
	Teachers	Ongoing	Coaches
	Teachers	Sept.-June	Teachers
	Teachers	Ongoing	Administrators
Teachers		Administrators	
Teachers		Administrators	
Teachers		Administrators	
<ul style="list-style-type: none"> • Parents will receive a monthly newsletter providing them with the unit of study and ways parents can support their children at home. 	Parents	Oct.-June	Teachers
	Parents	Sept.-June	Teachers
	Students	Sept.- June	Administration

<ul style="list-style-type: none"> • Parents are invited monthly to visit classrooms to observe instruction to support student progress (Fabulous Friday) • Tuesday Parent Engagement Meetings will be conducted weekly to provide parents with feedback on student progress. • Parent workshops will be conducted to provide parents with academic training on how to impact student progress. • Parents will receive an automated telephone message in various languages reminding them of school activities 	Parents Students Parents Parents		Teachers Parent Coordinator Administration Teachers Parent Coordinator
•			

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Professional Learning Materials											
Per Session activities for planning and workshops											
Per Diem to plan inter visitations											
Per Diem for workshops											
School Messenger											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, 85% of the teachers will receive a rating of Effective in Domain 3.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

<ul style="list-style-type: none"> Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data. Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.
Not a school goal.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART– <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change. 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). Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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 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)	Level 1, Level 2 Potential Hold over, no other support services in place, very little or no progress being made	Close reading, iReady reading, guided reading, strategy lessons, shared reading, fluency practice, decodable readers	small group, one-to-one, Tier I, II, III Intervention, conferences, goal setting	During the school day/and or after school in the form of Title I & III After School Programs, Saturday Academy
Mathematics	Level 1, Level 2 Potential Hold over, no other support services in place, very little or no progress being made	iReady math, small group center remedial work, guided practice, running records, independent reading, non-fiction text	Small group, one to one, Tier I, II, III intervention, conferences, goal setting	During the school day/and or after school in the form of Title I & III After School Programs, Saturday Academy
Science	Formative/Summative Assessments	Small Group Guided Practice	1-1 Tier 1 Intervention	During the school day
Social Studies	Formative/Summative Assessments	Small Group Guided Practice	1-1 Tier 1 Intervention	During the school day.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance Counselor and Substance Abuse Prevention Intervention Provider Worker	Social skills group, decision making, building self-esteem, conflict resolution	Small group, one-to-one	During the school day

Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- 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

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.
<p>In an effort to attract and develop high quality teachers to a school such as ours, we refer to organizations whose members are already stakeholders in our school community. We specifically form partnerships with local colleges and universities throughout New York City. We are strategic in our recruitment process for hiring highly skilled teachers. We do this by creating a plan that involves a collaborative team consisting of administrators, consulting with district colleagues, teachers and coaches. These members review resumes, interview possible candidates and observe these candidates conducting lessons in a live classroom setting prior to determining whether or not this person is hired to work in a high needs school such as PS 001K. Candidates are usually asked to design a lesson and teach it to a class that may be made up of either general education students, English Language Learners students, and/or students with Individual Educational Plans. Additionally, as a way of attracting highly qualified teachers, we have developed outreach strategies that involve finding interested candidates using the New York City Department of Education Open Market Hiring System. They review personal recommendations of candidates made by current PS 001K staff members and other classroom teachers, as well as inviting these potential candidates to visit our school to get a sense of the school culture and to conduct demonstration lessons on site in a variety of content areas, while being observed by an Administrator.</p> <p>Over the years, as part of our plan for attracting and sustaining highly qualified teachers, we have also formed collaborative partnerships such as Teacher's College and Brooklyn College, as well as forming partnerships with alternative licensure programs like NYC Teaching Fellows. Many of these partnerships have also served as a resource for us in providing professional development for our teachers on a variety of instructional topics. As a school, we are constantly evaluating and revising the hiring process. By using the Department of Education's Open Market Hiring System, we revisit the roles and responsibilities of teachers and communicate the needs of our school with all prospective employees. The expectations at PS 001K and are shared, emphasizing opportunities provided to be lifelong learners. As a school, we encourage our paraprofessionals and student teachers to continue their education, especially in high need areas such as students that are English Language Learners and Students with Disabilities. We try to keep an open door policy and welcome all those that are interested and are vested in making sure that our students are ready to meet the standards and go on to be college and career ready.</p> <p>To ensure that current staff members become highly qualified, each year we conduct a survey using the Basic Education Data System (BEDS). The BEDS survey is used to determine whether a teacher is considered Highly Qualified within their current assignment. If a teacher is not Highly Qualified based on lack of college credits, efforts are made by the principal to meet with each teacher and develop a plan to help the teacher. New Teachers who are not</p>

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

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

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

Additionally, we meet with teachers to discuss their learning style trends so that we can match teachers to the appropriate professional development offerings. PS1K provides high quality in-house professional development, through our in house math and literacy coaches, as well as utilizing the expertise of outside staff development opportunities through various media.

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

The Leadership and Learning Center from Journeys will provide full day coaching and demonstration lessons to staff members. Staff developers will be trained in working with Students with Disabilities and ELLs who will facilitate ongoing study groups within our building. These groups, flexible in size and time, have been arranged to support teachers in developing deeper thinking and conversation on supporting struggling students to meet the demands of the Common Core Learning Standards through refinement of instructional practices. Each study group cycle that provides opportunities for our teachers to see best practices in action, reflect on their instructional practices, learn new methodology, and incorporate newly learned researched techniques as they relate to the needs of our most struggling students which include our English Language Learners and Students with disabilities. Teachers who are not included in the study groups are given access to the notes and materials from the sessions. Additionally, they are encouraged to collaborate during their common planning periods to obtain more information. Literacy coaches participate in these study groups and are available upon request to support all staff members in integrating new methodologies.

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

Additionally, to ensure all staff members are equipped to access and utilize the resources they need to learn and teach we provide technology training for teachers on the newest data systems, programs, and tools, such as SESIS, Smart Boards, STARS and PS1connects. In order to ensure all of the on-going professional development workshops and professional learning opportunities are improving student outcomes and are applicable to instructional practices, we provide teachers with opportunities to provide feedback through on-line surveys. The data collected enables us to

continue to tailor future professional development opportunities to meet the needs of our students through our staff's learning .

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

3b. TA Coordination with the Regular Program

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

N/A

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

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

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

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

The school social worker, family worker, teachers, paraprofessionals and assistant principal work as a collaborative team to assist in the transition for the students and their families. There are workshops facilitated by the family

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are 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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	944,690.00	x	Section 5A Part 4 Section 5C Part4 Section 5D Part 4

Title II, Part A	Federal	311,328.00	x	Section 5A Part 4 Section 5C Part4 Section 5D Part 4
Title III, Part A	Federal	60,732.00	n/a	
Title III, Immigrant	Federal	0	x	Section 5A Part 4 Section 5C Part4 Section 5D Part 4
Tax Levy (FSF)	Local	6,553,107.00	x	Section 5A Part 4 Section 5C Part4 Section 5D Part 4

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 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 an 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.
- **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:** 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 have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school’s policy.

Your school’s Title I Parent Advisory Council (PAC) 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)

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. **Public School 1K**, in compliance with the Section 1118 of Title I, Part A of the

No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **Public School 1K** will support parents and families of Title I students by:

- 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, School Quality 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

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

I. School Responsibilities:

Provide high quality curriculum and instruction consistent with Common Core 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 to 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.

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

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

We have analyzed the most recent NYSESLAT data. We have identified Reading and Writing to be the area of greatest concern. We will use data from the NYSESLAT proficiency levels within the four modalities (Listening/Speaking and Reading/ Writing) and supplement materials materials to ensure the acceleration of the four modalities. Student progress will be monitored weekly, as teachers use balanced literacy component work. We will be targeting grades 1-2 and 3- 5. These students are also the students in greatest need of academic lanugauge in order to meet the common core state standards . First language literacy is a key predictor of success in second language acquisition. We will support our student's home language by providing dictionaries, literature in their native language and word to word dictionaries. Instruction will be differentiated to help students achieve greater proficiency with the new assessments. As a result, we will use the majority of our funding for Reading and Writing support for our English Language Learners in grades 1-5. A forty-two session After School Program will support our ELLs in literacy, and Math, and NYSESLAT. The primary goal would be to help students develop strong reading, writing and math problem solving skills through small group data driven instruction. Small group Math will be taught on Friday. On Wednesday and Thursday's teachers will use "Language Power" Comprehension Packs, and Proficiency Kits. Positions will be offered first to teachers serving under their ENL or Bilingual license. (If we are unable to secure the needed amount of licensed ENL and Bilingual teachers, common branch teachers will be hired and co-teaching model will be utilized). At least two groups will be solely reserved for newcomer and SIFE students. These groups will be based on recent Teachers College Assessment, NYSESLAT scores and informal language assessments. One planning meeting will be provided so teachers can plan instruction. A supervisor will be present to assist in planning instruction modeling effective practices, help with coordination and supervision of the program.

Students will be involved in inquiry-based activities, which will help them develop critical thinking skills. Lessons will be created using scaffolded reading, writing , listening and speaking. Teachers will use the "Language Power", and Proficiency Kits guided reading.

Grades 1-5 After School Program

Part B: Direct Instruction Supplemental Program Information

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

I. One scaffolded mini-lesson (Skill instruction)

II. Independent practice

III. Whole group and/or partner share

IV. Small Group Instruction (guided reading and learning centers)

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

Making Books Sing (K-2) Beginners

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

Imagine Learning - Educational Software (1-5) Beginner and Intermediate

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

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Part C: Professional Development

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

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

Begin description here: _____ This year we will continue to focus on our professional learning that will improve our ELLs in their English Language acquisition in order to increase their scores on the ELA, Math, Science and NYSESLAT examinations. In order to best prepare students for these challenges teachers must be given the opportunity to engage in rigorous planning and collaboration with colleagues.

Therefore we will fund an opportunity for teacher professional learning and growth. A study group will be offered afterschool to K-5 teachers to support them in obtaining strategies to teach our ELL population. The following groups will be formed based upon interests, funding, and needs of students and teachers:

Part C: Professional Development

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

November: ELL environment

December: "Providing scaffolds that will support student learning"

January: "English Language Resources"-via intranet

February: "Universal Design for Learning for all students"

March: "Preparing students for the NYSESLAT"

April: Planning for DATA

May: Planning for students for September 2015

June: Reflective Practices that supported our ELL's

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

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

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Part D: Parental Engagement Activities

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

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

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

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

After assessing the needs of our students, we have come the determination that many of them come from homes where learning in English becomes difficult due to the fact that their parents are not English proficient. In fact, the majority of our students come from homes where the first language is Spanish and most of the activities conducted at home are in the student's native language. Therefore, this year we would like to offer Parent ESL workshops. We will hire two ESL teachers to conduct the program at a per session rate. The workshops would occur from 3:00 p.m. to 4:00 p.m. on Thursdays. The program will commence on January 2016 and end on March 2016, which would consist of 10 sessions. The program would focus on adult themes and socialization. We would conduct field trips and community walks to immerse the parents with environmental print and provide opportunities for them to practice the English language. We would purchase instructional materials to support the program including picture cards, books and realia to help scaffold the instruction. The paraprofessional will conduct read alouds and homework help with the students.

Parent Workshops

Part D: Parental Engagement Activities

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

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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	_____	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 15	Borough Brooklyn	School Number 1
School Name Bergen School		

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal Arlene Ramos	Assistant Principal Wanda Ramirez
Coach Ms. Tomac	Coach Ms. Fior Peras
ENL (English as a New Language)/Bilingual Teacher Ms. Titlebaum	School Counselor Ms. Pratt
Teacher/Subject Area Ms. Sheenan/ENL	Parent type here
Teacher/Subject Area Ms. Altoff/ENL	Parent Coordinator Maribel Pina
Related-Service Provider Ms. Pinzon	Borough Field Support Center Staff Member M. Ortiz
Superintendent Anita Skop	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	15	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	11	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	3	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	1247	Total number of ELLs	524	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5
	<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education	1	1	1	1	1	1								0
Dual Language	1	1	1	1	0	0								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	524	Newcomers (ELLs receiving service 0-3 years)	444	ELL Students with Disabilities	80
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	80	Long-Term (ELLs receiving service 7 or more years)	1

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	114	0	0	12	0	0	0	0		0
DL	33	0	1	0	0	0	0	0		0
ENL	123	0	65	19	0	37	1	0		0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 7

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 SP	24	26	24	20										0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE SP	18	6	20	7	26	2													0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages):
100

Number of students who speak three or more languages: 65

Freestanding English as a New 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	104	93	80	64	50	35								0
Chinese														0
Russian														0
Bengali														0
Urdu			3			2								0
Arabic	1	4	0	1	0	1								0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	40	13	6	2	6	1								0
Emerging (Low Intermediate)														0
Transitioning (High Intermediate)	47	48	54	6	22	11								0
Expanding (Advanced)	31	42	54	64	27	28								0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total					1									0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	0	0	12	6	5								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	91	66	29	4	0
5	60	75	25	2	0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4	50		50		46		18		0
5	48		60		43		14		0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.

P.S. 1 uses a variety of assessment tools to assess the early literacy skills of our English (ELL's). School wide, teachers use Teacher's College (TC) running records to ascertain reading levels. In Transitional Bilingual we use DRA, and EL Sol. Integrated ENL/ESL and ENL/ESL we utilize the TC' running records. Dual Language (DL) we use the DRA for Native Language Spanish. This data informs teachers of areas of focus for reading instruction for example early emergent reading habits, fluency, comprehension, inferencing, and retelling.

Assessment tools we also use are Standards Based Concept of Print Assessment, and MOSL to assess early literacy skills for our ELL's. For Spanish language literacy assessments, (EDL "Evaluacion del Desarrollo de la Lectura") is used. This assesses literacy as well as literacy comprehension. Entering students whose home language is Spanish are given the Spanish Lab.

Our instructional plan is to have the teacher during their Professional Learning Monday's to look at student work and plan with their Ell providers with the new Journey's program. The supports for language are embedded in the new curriculum. The opportunities for language are provided through the anchor texts that the teachers read throughout the week. In addition, students are being taught the vocabulary that is needed to understand the text, and poems that support student language. Small group instruction is the focus with our ELL's. Grouping students according to their modalities. In addition the programs supports the students in their language level, whether it's emerging, etc.

In our tracking sheets TBE/ESL/Dual Language students are identified for the ELL data in English and Spanish languages. Teachers are able to create small strategy groups, as well and inpedant reading groups. In addition, teaching points that will focus on students needs. The TC running records are administered four times a year.

Based on our current data, lower grade ELLs are struggling with fluency and decoding. There are students that are able to receive Response to Intervention (RTI) at a tier III level with a group of four to five students. The tracking for the RTI is done by the RTI teacher

who shares the progress with the classroom teacher.

ELL literacy will be assessed with our new program Journey's Assessment and Senderos for ELL's. During the week of assessments, students are tested on listening, reading and writing skills. This data is tracked via a school-wide system implemented by the school's Data Specialist. Based on the information, teachers are able to form strategy groups for writing, as well as determine areas for additional scaffolds.

NYSITELL is also used to assess early literacy skills; scores are shared with classroom instructors, as well as anecdotal information that might be helpful. For example if an ENL instructor administering the NYSITELL notices that a student being tested was respond to track test during the initial part of the reading section, he/she will have the classroom teacher be aware of the noticing.

With the current Ell's in our school, we are able to hire three more service providers, however we have not been able to hire a service provider to support our push-in model to support our Ell's with the new mandates.

According to our ELA scores, we can identify students that were able to pass the ELA with a 3 or 4 and are now exempt from the NYSITELL.

In addition, we have students that were unable to show progress, and so I have not been promoted. Our students that are Ell/SWD are not making the gains that are needed for them to be successful.

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

*Grade 1

*10 entering language level/Spanish/10/10 students are identified as students that would be at risk

*19 emerging lanugage level/Spanish/ 12/19 students identifided at risk. 1 arabic not at risk. 2 chinese at risk.

*2 entering language level/Chinese/2/2 students are identified at risk.

*27 transitioning language level/Spanish/6/27 students identified at risk. 2 chinese students not at risk.

*51 expanding language level/Spanish/3/51at risk. 1 arabic not at risk.

Grade 2

*2 entering language level/Spanish/2/2 at risk.1 chinese at risk.

*20 emerging language level/Spanish/16/20 at risk.1 arabic not at risk.2 chinese 1 at risk.

*23 transitioning language level/Spanish/7/23 at risk. 1 arabic not at risk. 2 chinese none at risk.

*41 expanding language level/Spanish/7/41 at risk. 2 arabic 1 at risk

Grade 3

*6 entering language level/Spanish/6/6 at risk

*3 emerging language level/Spanish/3/3 at risk. 1 arabic 1 at risk

*7 Transitioning language level/3/7 at risk

*46 Extending language level/Spanish/14/46 at risk

Grade 4:

58 Students not meeting the criteria in showing progress and two students showing the progress. However, there are more than 50 students that DATA is not provided as so it is difficult to know if the progress was made.

Grade 5:

37 students did not reach proficiency in grade 5. 9 students were able to show the proficiency level to demonstrate progress. In addition, there are more than 100 students that there is no data identified in the report.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Our school uses the AMO by:

* Who are the students that have not demonstrated progress

* The students that have demonstrated progress

* Reviewing students data across the three years

* Tracking students

* Planning for small groups as students are placed in the different language levels

* We have data meetings in the beginning of the year and have teachers aware of the students that will be working with in the beginning of the year

* Mid-year, as an administrative team we are identifying students that teachers are addressing for Potential hold overs

* During data meetings we are reviewing how the students are progressing, even if they may be identified as not demonstrating progress

The data reveals the following:

*Grade 1

*10 entering language level/Spanish/10/10 at risk

*19 emerging lanugage level/Spanish/ 12/19 at risk. 1 arabic not at risk. 2 chinese at risk.

- *2 entering language level/Chinese/2/2 at risk.
- *27 transitioning language level/Spanish/6/27 at risk. 2 chinese students not at risk.
- *51 expanding language level/Spanish/3/51 at risk. 1 arabic not at risk.

Grade 2

- *2 entering language level/Spanish/2/2 at risk. 1 chinese at risk.
- *20 emerging language level/Spanish/16/20 at risk. 1 arabic not at risk. 2 chinese 1 at risk.
- *23 transitioning language level/Spanish/7/23 at risk. 1 arabic not at risk. 2 chinese none at risk.
- *41 expanding language level/Spanish/7/41 at risk. 2 arabic 1 at risk

Grade 3

- *6 entering language level/Spanish/6/6 at risk
- *3 emerging language level/Spanish/3/3 at risk. 1 arabic 1 at risk
- *7 Transitioning language level/3/7 at risk
- *46 Extending language level/Spanish/14/46 at risk

Grade 4:

Total of 58 students not meeting the criteria for showing progress, as per the AMO.

- *1 commanding language level/Spanish 1/1 at risk

Grade 5

- * 4 entering language level/Spanish 4/4 at risk
- * 4 emerging language level/Spanish 4/4 at risk.
- * 10 commanding language level/Spanish 9/10 are at risk.

The analysis, is the grade 4, one ELL student who is commanding. In grade 5 the students are at risk, and there is only one student that is not at risk. In grade 3 you have the majority of the students that are at risk. In the language level: extending level is more of at a minimum of students not being at risk 14 out of 46. In our early childhood classes the students language levels are on the early level of language, beginners and the students are identified at risk.

4. For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

a. When we examined the kindergarten NYSITELL results, we identified more than 80 students as entering (beginners) in the beginning of the year and show progress, however not the proficiency of levels. In grade 1 over 100 students are identified ENL however no more than 15 attain proficiency. However as the students reach different grades then you are able to see the change of levels, the students move from different levels. For example: In grade 1 more than 20 reach the level of emerging. More than 30 students reach the level of transitioning, the numbers continue to grow with the levels going from transitioning to expanding and commanding. (This as evidenced by the AMO estimator)

Then you have the numbers in grade 2 at a minimal where they are entering. The higher the grade the least amount of students are considered entering or emerging. There are less students on those language levels than in the lower grade. As they get to the higher grades the students struggle to move within the levels of language. For example in grade 3 language levels of more than 40 students in from Expanding. There are students that are able to close in reaching the level of commanding, however appear to stay at the level of commanding.

The students that are in testing grades and are entering and emerging fall in level 1. The students that are transitioning and expanding are the level 2 and 3 students. This is evidenced in the NYS ELA chart.

The majority of 4th and 5th grade students scored a level one. Across grades three through five, only one student scored within level 3 or 4. In first grade, there were 0 beginner ELLs, by the fifth grade is one. Overall students performed better in math and in science than in ELA.

Our school is presently not using the ELL periodic assessment.

The home language is used by: Determining what parents will use to make a decision in the program that they see fit for their children. Parents are provided with the information and are supported with the language that their children will learn best. The spanish Lab is administered to the spanish newcomers, to determine where they are in their native language.

The Transitional bilingual class, the dual language and the ENL classes are all offered in our school building. Parents and Students are interviewed as per the language that they speak and are able to articulate. Parents are provided with the video that gives them information about the choices they have as a selection for their children's language instruction. Students are placed in their classes accordingly to that selection.

Once the NYSITELL is administered to the newly enrolled students and scores are determined, the ENL coordinator works with the ENL out of classroom staff members to ensure that the entitlement and non-entitlement letters are distributed to the student within 5 days of the start of school. The letters are sent home for the parents to sign and return. Letters are then kept on file

4b. P.S. 001 will administer the ELL Periodic Assessment. In the past, we have found that the ELL PA were not accurately aligned to the NYSITELL, hence the data was not useful in guiding instruction and planning for small groups. P.S. 001 uses a variety of assessment tools to assess the early literacy skills of our ELL's. School-wide, TC running records to ascertain reading levels. We are presently transitioning to a new anthology: Journey's. The program has intervention for ELLs and for the TBE/Dual Language classes they will be able to teach off of Senderos. There is a built in assessment: Language Survey that supports student's native language.

4C. The school is learning about the overall growth of our ELL population by analyzing the data and targeting student's strengths and areas of the ELA periodic assessment results.

The Spanish DRA is used by K-2 to determine the growth in the native language for spanish speakers. In the DL the classes in ESL are measured by the TC running records. Students are taught content area in their native language.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RTI Guide for Teachers of ELLs](#).]

*The RTI framework is used at P.S. 001 as an instructional model that aims at the intervention and instruction that increase in duration and intensity over time: as students improve, measured by reliable and valid assessment (both the formal and informal, the additional supports are removed. The additional support can take place in the classroom, but also in a separate setting with instruction focused on specific learning targets. The RTI team carefully analysis the characteristics of each learner, and the views as a language learner as an asset to move forward in instruction. The linguistic capabilities that students bring to the classroom is what could be challenging when students are limited in either language.

The RTI Kindergarten through second, consists of building administrators, AIS teacher, service provider, ENL teacher, SETSS teacher, and guidance. Each member possess in depth knowledge of their field. The team has a systematic approach for examining how ELLs background and educational contexts have an impact on their academic achievement in the classroom. To refer any students to the RTI, classroom teachers must fill out a form including data on the students and what attempts have been made to have the students progress.

Included on the RTI referral form: information to provide a better understanding for the what the student is able to do or not do. Assessment are included whether it is formal or informal.

There is a service provider in the team to provide support as the data is analyzed. Teachers work collaboratively when necessary to ensure the success of the implementation of the RTI plan. Data drives all conversation and provides the suggestion for the instruction. Data continues to be drawn with an array of purpose and decisions are made upon the data.

6. How do you make sure that a student's new language development is considered in instructional decisions?

During the initial registration process the parents of any students with a home language code other than English are shown the parent orientation video in the preferred language and the parent coordinator and ENL staff members are available for questions and clarifications. Parents are also invited to an orientation meeting where options are discussed and interpreters are available in the preferred language of the families. The parent coordinator works alongside the ENL staff members to make phone calls and send letters to reach out to parents to ensure that parents have the information they need to make an informed decision about their child's program.

Language Development is supported by the following: The teacher:

*listens to student talk about familiar topics such as home and community.

*responds to students' talk and questions, making 'in-flight' changes during conversation that directly relate to students' comments.

*assists written and oral language development through modeling, eliciting, probing, restating, clarifying, questioning, praising, etc., in purposeful conversation and writing.

*interacts with students in ways that respect students' preferences for speaking that may be different from the teacher's, such as wait-time, eye contact, turn-taking, or spotlighting.

*connects student language with literacy and content area knowledge through speaking, listening, reading, and writing activities.

*encourages students to use content vocabulary to express their understanding.

*provides frequent opportunity for students to interact with each other and the teacher during instructional activities.

*encourages students' use of first and second languages in instructional activities.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the target language?
- What is the level of language proficiency in the target language for EPs?
- How are EPs performing on State and other assessments?

a. Second language development is an essential consideration for instructional decisions at P.S. 1. Thereby, students are assured to receive targeted instruction from professionally certified instructors. As certified teachers are best to make a decision of support in language development. This can be through scaffolds, differentiation and strategies to support students second language development. Each grade has a literacy team composed of three team teachers. The new curriculum will provide scaffolds to support language development. Classroom teachers can adhere to the suggestions when planning for instruction in the need of language support.

b. Last Year we implemented a new math with number talks, and used "GO Math" as a supplement. As a result the new math program

teachers will develop curriculum maps that will provide language supports, for grade level Kindergarten through grade Five. ECAM math assessment will take place for grades Kindergarten through Second grade. Students will be supported vocabulary and the content. Team members ensure that second language development is considered within the Journey's curriculum by using various scaffolds and supportive lessons into the school-wide curriculum. Other teachers can then use these suggestions as resources when planning instruction for students in need of language support.

c. Within our Dual Language program, language proficiency are assessed in the second (target) language using DRA assessment (an assessment of decoding, fluency, and vocabulary).

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

*The school utilizes the AMAO indicator to be able to see the consistency or lack of consistency of meeting the AYP.

*As per the indicator we are not meeting the AYP for Ell's.

* As a school we are demonstrating the consistency through-out the the school data that we are not meeting the AYP.

*Ensuring that we are identifying the students that are at risk at the present time.

* We as a school continue to look at our data to see where is it that our Ell's are not making gains.

*As a school we are identifying students that are Ell's and with disabilities.

*We are constantly looking at the data as we are having conversations as students move within language levels, if they are not moving then what are the next steps

* As a school, the former literacy program was no longer an option for our school because our school was not showing the gains with our large ENL population.

*Ensuring that our inquiry work constantly looks at student work and offers teacher next steps as we continue to be reflective of our practice.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

When parents come to our school the following occurs:

*The pupil accounting secretary inquires the parents regarding the language to better assist the parent

*PC or Family worker, supports the parents as needed, they speak Spanish.

*Once a parent is identified, the HLIS is explained, and the Ell coordinator is contacted to support parents during the registration process.

* The Ell coordinator has an interview with the student and parents.

If the one question on the HLIS Part 1 1-4 uses a language other than English and questions 5-8 indicates that the students uses a language other than English, there is also the availability of a translation unit interpretation if needed,

* There is a discussion with the students and the parents upon the options of the programs.

*Our school determines the taking of the NYSITELL or the Spanish Lab.

*The language proficiency team determines what language the student is proficient

*Parents are able to watch the video as to share the options for the different programs available.

* A supervisor is contacted to ensure that the placement is given and coordinator has been thorough

* All of this information is taken care of within ten days of the student entering the school building.

*The ESL coordinator works with the ESL out of classroom staff to make every effort to contact the parent and ensure the parents understand the options, so that the Parent Program Selection form is completed and returned. The following are efforts made in order to reach out to the parents: phone calls, notes sent home, and staff members escorting class outside to meet and invite the parent into the school or make an appointment.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Sife students are identified during the conversation with parents during the interview process.

The students and the parents continue the process as stated in the above section of identifying students and how are students placed in the school accordingly to the correct program.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

As was discussed in the previous section, parents with eligible students (i.e. students with relevant HLIS who do not score proficient in the Spanish Lab), who come to the school with an Individualized educational plan the following takes place:

At the outset of the year, there are two Parent Orientation meetings where parents watch the Parent Orientation Video in their native language. The video provides information on the variety of ELL programs available to students through the NYCDOE. The ENL staff, as well as the Parent Coordinator and administrators, help parents understand the various options by discussing the research and p Language Proficiency Team Members:

Principal Arlene Ramos

Assistant Principal Wanda Ramirez

ENL teacher Marisol Sheenan

School Psychologist Isabel Pinzon

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

During the summer, the entitlement letters are printed and prepared to ensure that when the students come to school they are able to obtain the letter within the five days of compliance.

*The letters are translated as needed

*The students are identified accordingly to the letter they will need to receive

*The letters are given as per the classes

* The letters are distributed to the students with the five day of compliance

Students who are not eligible for ENL services or who receive a score of Proficient on the NYSESLAT will receive a letter for the different language level letter from the school regarding their possible choices of classes and programs available. Students who do not receive a score of "Commanding" on the NYSESLAT exam will receive an entitlement letters and be placed in the setting according to the parents choice. If it is a student that has been in the school in the from the previous year (as per parental selection) unless otherwise notified by the parent. The student is placed in the same program or if there are any changes, which may occur upon parent information. All of these notifications are done in the parents' requested language of communication (as indicated on the initial HLIS).

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

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

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

This year, we have had two meeting with parents: Parent orientation meeting, and in addition, the orientation meeting with new admits and our first Parent Teacher Association. Parents will attend the meeting and be provided the information so that they make a decision regarding their children

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

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

* As discussed earlier, students are identified through the HLS.

*Soon after the students are identified, parents are provided with the information regarding the selection language program

*There is a video that is provided in all languages for the parents to make a decision about the options for their children

*Upon reviewing the video parents are provided with the selection form, and they sign and the option is chosen

*Parents sign and then it is given to the provider- Ell coordinator, or PC

* We are able to provide translation as needed for the languages within our school community

* The parents are able to ask questions as needed.

* Parents are clear that they have a choice of the decision, to have their child placed in the class of their choice.

Looking at Parent Survey and Program Selection forms, several trends can be observed. Interest in ESL remains fairly steady, though there has been some minimal reductions in ESL programming as the first choice (for example, last year's September registration garnered close to 60 parents requesting ESL classrooms, while this year, 48 parents requested this setting). Interest in Dual Language is on the rise. This year, we received 27 requests for Dual Language programming (mostly from Spanish speaking families). Requests for TBE are similarly high; within the Spanish speaking population, we had close to 30 requests for this program within the incoming Kindergarten class. This is also a commonly requested program for Newcomers in the upper grades (as data reveals this is the preferred choice of incoming upper grade ELLs). Our school is currently experiencing a growth in Mandarin speaking students. The families of these students have predominantly requested ENL programming for their students (during our initial orientation, 9 of the 10 Chinese speaking families requested ENL); however, we have received a few requests for Dual Language programming. Based on the growing demand for Spanish Dual Language, the school opened a Dual Language program last year. To keep up with this demand, an extra grade will be added through the incoming year. There is a third grade dual language that has been added for this school year 2015-2016. We have also been able to meet parent requests for Spanish TBE, as each grade currently has a TBE class. ENL requests are also honored, as each grade has several ENL teachers (both classroom and out of classroom) to implement this program. As of yet, we have not received enough requests to open Mandarin DL or TBE programs. However, we are diligently tracking parent interest and will consider opening these programs if at least 15 families request them. To ensure this happens, ENL staff upload parent selection choices into a shared GoogleDoc, making sure to update administration on current trends. Each grade has several ENL teachers (both classroom and out of classroom) to implement this program. As of yet, we have not received enough requests to open Mandarin DL or TBE programs. However, we are diligently tracking parent interest and will consider opening these programs if at least 15 families request them. To ensure this happens, ENL staff upload parent selection choices into a shared GoogleDoc, making sure to update administration on current trends.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
 - *We as a school community want to ensure that our compliance is being met as needed
 - *We continue to track our documents to ensure that we are having them returned as needed
 - * In addition, we have had two meetings to have our parents informed about what are their options with the revised Part 154
 - * We as a school community had two orientation meetings to ensure that our school community was ready for the information.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
 - *Our ESL coordinator has created a google. doc form that is utilized to have the information entered, and keep the tracking on the form.
 - *The PC supports the ENL coordinator with the efforts needed to follow-up with parents
 - *During student dismissal, ENL coordinator is able to go outside for and track a parent if it is necessary
 - *The goal is to ensure that parents are able to hand in the forms- at the moment of the parent registering .
 - *The goal is for all of our documentation is meeting all compliance necessary .

9. Describe how your school ensures that placement parent notification letters are distributed.
 - *The parent notification letters are provided to parents upon the students placement
 - *The letter is provided to them by the ENL coordinator and a copy is made by the parent
 - * A copy of the letter are kept in the closet on the third floor and the letter follows the student as needed, moving with the student as the student is promoted.
 - * In addition, there is a google. form that continues to support be updated as needed with the updating of forms.
 - *ENL coordinator is well versed in the importance of the compliance for parent letters.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
 - *Our school is able to obtain ELL documentation in the main office during the registration process that was discussed prior to this question.
 - *There is a document that tracks the parents that are registered on google doc.
 - *The original stays in the students cumulative record card, a copy is provided to the the ENL coordinator office
 - *Non-entitlement and Entitlement letters are provided by the Ell coordinator along with the ENL staff.
 - *The documentation is held in the closet in a cabinet with the classes that the students are assigned.

11. 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.

Our ENL teachers are able to track students using the ATS to identify our ELLs and in addition, our Pupil Accounting Secretary is part of our team in ensuring that students are identified once they enter the school building. There are several documents that identify students through the RESI and ensuring that all students are tracked throughout the year.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

*We as a school continue to update the entitlement letters for parents as needed.

* The tracking system on an excel spread sheet we are able to notice who needs to return their letters or who needs the follow-up with the letters.

*As a team we review the documents to ensure that parent letters are being tracked with the letter necessary.

* As a team we meet twice a week to ensure that the compliance for our students is constantly being monitored.

13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

As per the question and referenced by question 6. At the present time we are able to ensure that if the parent is unable to get their first choice, they would be able to get their 2nd or 3rd choice. In addition, we are presently working with a list that does not identify more than 15 parents in any one program that we do not have within the school. As a school we have all Bilingual programs due to the large ENL population in our school.

As a team we monitor the needs of our school. The expectation is that we are able to provide our students with what is necessary for them to be successful, and meeting their language needs is key to their success.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).

- a. Freestanding ENL program.

*In our freestanding ENL class, we have teachers that are certified to teach ENL students

*Our present program Journey's support our students as strategies are provided to teach English to our

* Students are in different language levels from entering to expanding

* Our teachers are aware of students language levels and group students in offering the amount of language for the students to be successful.

*Students are provided with language frames, prompts, strategies that support student language

- b. TBE program. *If applicable.*

Instruction is delivered in a variety of ways based on the needs of the school's ELLs.

The school employs a TBE model for several programming choices.

There are two TBE classes per grades K, 1 and 2, allowing students to receive the instruction as per their parents choice.

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

* Students can also be in different levels of language, and be placed in the TBE, as the parents may choose the program.

- c. DL program. *If applicable.*

There is one Dual Language classes in grades K, 1 and 2, and 3, allowing students to receive services while maintaining the consistency of a single instructor, which is especially helpful in the all grades. The Dual Language program is a self-contained class, ensuring students whose parents have selected this option have access to this parent selection option.

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Public School 1K has Bilingual classes from grades K-5, English as Second Language (ENL) Self-Contained classes from grades K-2, and a Push in/ENL Program for students from kindergarten through fifth grade. Additionally, there is a Dual Language Program on grades K, 1, 2 and 3. Each teacher serving in each program is selected based on their license and area of expertise. In the TBE classes, the teachers follow the 60:40 model for entering/emerging/transitioning level students, 50:50 model for expanding and commanding level students, and 25:75 for commanding and expanding level students. All of our TBE teachers are bilingual certified and used their professional judgement to determine the language of instruction throughout the day based upon each student's level. Whenever possible, content area classes are taught in the native language. We currently have 2 certified bilingual cluster teachers who service our bilingual classes. The ESL self contained classes in grades K-5 provide English instruction to ELL students throughout the school day utilizing ENL methodologies and scaffolding language. Both our bilingual and ESL self -contained classrooms practice a new program Literacy anthology "Journey's", ensuring they exceed the required 360 minutes for Entering/Emerging/Transitioning ELLs and the 180 weekly minutes for Expanding/Commanding ELLs. The ESL push in program provides Beginning and Intermediate students with 360 minutes of ENL instruction by an ESL certified teacher and 180 minutes of ELA instruction by their classroom teacher. Students at an Advanced level are provided with 180 minutes of ESL weekly and 180 minutes of ELA instruction weekly by their classroom teacher. Within each push in group, teachers differentiate instruction to target students' area of need based on NYSESLAT and Teacher's College (running records) data.

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

Whenever possible, content area classes are taught in the native language. We currently have 2 certified bilingual (Spanish) cluster teachers who service our bilingual, ESL Dual Language classes. These instructors provide instruction in students' native language in the bilingual and Dual Language program, and can offer scaffolds in students' native language in ESL classes. However, students also have the opportunity to work with content area teachers in English as well, so as to be exposed to both the target and native languages

In the Dual Language program, classroom teachers provide content instruction in the target language at the outset of the year. As students grow in proficiency, they begin to have core curriculum classes in the target language, and receive some content instruction in their native language to ensure they are receiving exposure to content area material in both their native and target language. To execute this plan, a side-by-side model is employed, with students interchanging based on the teachers' professional opinions (and the requirement of a 50/50 language distribution). To ensure content is comprehensible in the target language, teachers use scaffolds such as sentence frames and vocabulary front-loading. Students are also given ample opportunities for oral rehearsal, capitalizing on the benefits of "turn-and-talks" with language partners (often partnering more proficient students with students who can use additional language models). Making use of increased opportunity for conversation also aligns with Common Core Learning Standards, whose Speaking and Listening standards require that students participate in routine collaborative discussions (Standard 1). However, the class maintains pace with General Education classes to ensure students are meeting the demands of the Common Core Learning Standards.

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

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

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

Spanish speaking ELL is administered the Spanish NYSITELL after the initial English NYSITELL. Based on the score, it is determined what level of proficiency the student has in their native language. This information is kept on file and shared with students' instructors. Further, all students in bilingual classes on upper grades then take the ELE test in their native languages to judge their growth in proficiency from previous years. However, P.S. 001K also uses local measures to track students' native language growth. Bilingual and Dual Language classes test students with the Spanish language DRE (ELD) to determine students' reading levels in their native language. This allows teachers to track student reading progress in their native language throughout the year. All students in bilingual and Dual language classes also receive mathematics assessments in their native language to track growth. Further, students in bilingual and Dual Language classes publish writing pieces in their native language (in addition to producing target language pieces). The native language writing is scored against a school-wide rubric to track growth in conventions and composition in the native language.

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

P.S. 001K uses various assessments to ensure that ELLs are evaluated in all four modalities of English acquisition throughout the year. One prominent benchmark that assesses ELLs in reading and speaking are the Teacher's College running records. In addition, this year we have a school created benchmarks through our new anthology program, "Journey's". These benchmarks will be available to teachers, this will drive our inquiry to discuss best practices, looking at student data, and establishing the protocol of planning for next steps.

Running record, assessments are given formally at least 4 times a year, with the data recorded in school-wide tracking systems to allow the Literacy Coaches and administrators to track progress and give feedback. The school's Data Specialist ensures that the assessments are completed and assists with analyzing the data. To evaluate students in regards to their writing and listening acquisition, students complete two performance tasks throughout the school year. The performance tasks are multi-day assessments involving various forms of input. Students are graded on their ability to take notes and engage in discussions after listening to read alouds and watching videos about chosen topics, thereby assessing their listening skills. Students then engage in a writing task that is graded against pre-set rubrics and baselines. All of this data is also recorded in school-wide tracking systems. Similar to running records, grade administrators and the Data Specialist analyze this information to monitor student progress. Teachers are also asked to reflect on this data during grade meetings, inquiry and reflections with their grade-level supervisors.

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

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

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

SIFE

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

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

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

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

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

Newcomer ELLs are identified immediately by interviews conducted on the HLIS. Once identified, students are tested using the NYSITELL within the first 10 days. All Spanish speaking Newcomers are also given the Spanish NSITELL within the 10 day window. Additionally, all Spanish speaking- newcomers are assessed using Spanish DRA (EDL) to determine their native

language literacy. Students are originally placed in bilingual settings if space is available, and once they complete parent orientation they are placed in a setting based upon parental selection. All teachers in grades 2-5 are asked to develop educational plans for new comers to ensure they are fully engaged in each element of the day. Audio-visual or small group activities may be used as long as they can be shown to build language, rigor, and capacity for the newcomer ELL. The Literacy Coaches provide support, training, and resources for teachers to ensure newcomers make a swift transition into their new settings and become a active member of their classroom community. Additionally, out of classroom ESL staff maintain resources that can be used for Newcomer students (i.e. personal dictionaries, vocabulary journals, etc.).

All newcomer students are serviced in extended day in one of our newcomer groups that focus on oral language and listening comprehension. Newcomer students in grades K-2 may be offered play therapy sessions in our Primary Project if deemed beneficial by the teachers and parents. All newcomer students will be offered a Title III after school opportunity and will use the Into English- program to build confidence, oral language, and early writing skills. Newcomer ELLs across all grades are given an Imagine Learning account to support their growth in English vocabulary, grammar and comprehension. Imagine Learning is a computer program that tracks student progress as they learn essential aspects of English. Newcomer ELLs are able to continue with this program for as many years as needed in support of their English language development. IReady serves as a common center-based activity for Newcomer ELLs, where students are supported, wherever they are in their level of language. Further, newcomer ELLs grade 2-5 will be offered a 6 week cycle program that focuses on building language across the four modalities. Newcomers who will be expected to take the ELA will be offered weekly supplemental intervention and a spot in the 6 week Title III afterschool program. In addition, SAT academy using IReady on line program that supports students regardless the level they are in language.

ELLS (4-6 years)

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

All ELL students in grades 2-5 will be included in the Title III after- school program that focuses on strengthening language skills across the four language modalities. The program is specifically aimed at helping our students prepare for the ELA, Math, and NYSESLAT exams. If funds are available, ELL students will also be included in a Title III summer school program. Within the self- contained ESL classes, small group reading and writing intervention will be provided by our AIS and Intervention staff members.

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

Long-term ELLs (6+ years)

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

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

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

Former ELLs

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

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

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

Our school will follow the mandates for the ELL Policy and Reference guide which is re-identifying the ELL students:

*Student who have entered the NYCDOE, that are coming back the school to obtain home language designation. The results are to be provided by two business days.

*When information is not provided, then the selection process can begin as a new student.

*If the information is received upon the change, then the original will override the selection option.

*There is a 30 day period as to where the office /ELL compliance is provided with the information.

* If the information is not received within the time, the parent will be provided with the orientation meeting as needed.

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

P.S. 001K employs various instructional strategies and grade level materials to ensure ELL-SWDs have access to academic content areas while accelerating their English language development. Based on the needs of the school including a high population of students with IEPs with decoding difficulties, all special education students, including ELLs, are included in small group word study programs such as with the Foundations or the Wilson Program to support student growth in phonemic awareness and decoding strategies.

In addition our new program "Journey's and Senderos" there is built in support for our students for Response to Intervention, and supporting students with disabilities. ELL-SWD are also given access to programs such as Language Power, for an after-school program that supports students with oral language development.

Teachers are able to use resources from these programs to support ELLs as they strive to reach grade level standards (i.e. guided reading kits, graphic organizers, vocabulary cards, etc.). All ELL-SWD receive their mandated service from a certified instructor (whether they be their classroom teacher or an out of classroom ESL instructor). These teachers will help integrate these resources into curriculum so as to provide adequate support for ELL-SWD.

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

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

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

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements
All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <u>per week</u> (540 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <u>or</u> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <u>or</u> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

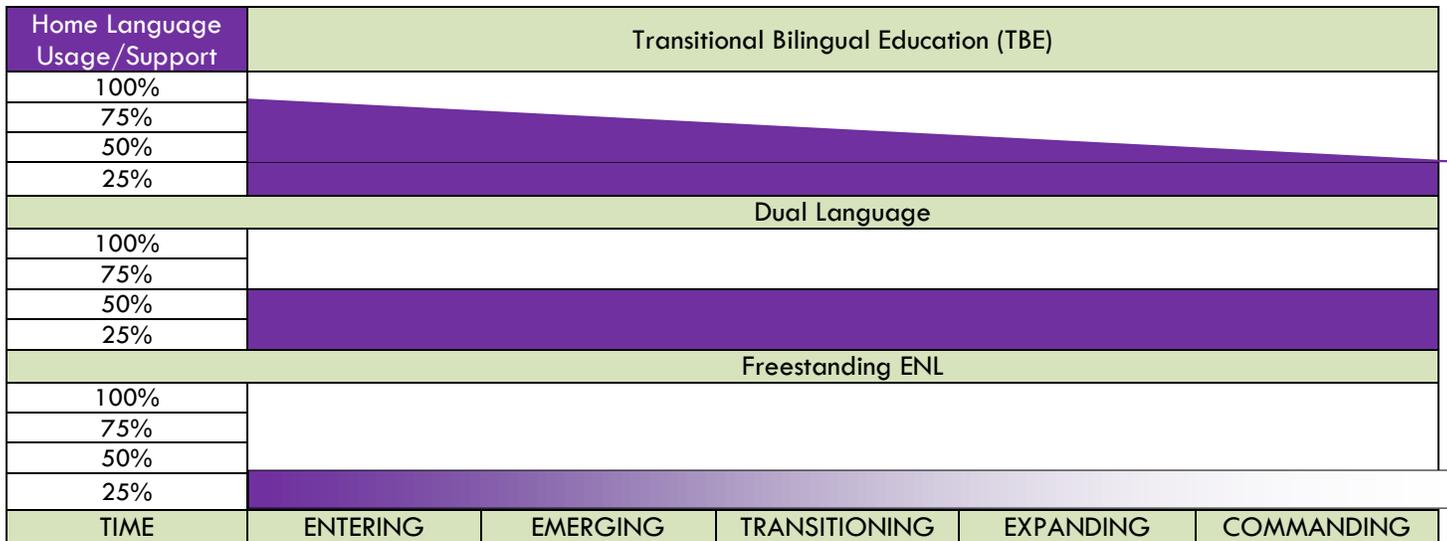


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. ELL students are eligible for a variety of intervention activities designed to target ELA, Math, and Content Areas. All ELLs are eligible for extended day services with their classroom teacher or an out of classroom teacher, depending on their reading level and state test scores. During the extended time, strategy lessons and guided reading lessons are taught depending on the student's need. Depending on the time of year, small group Math intervention also happens with classroom teachers during this time. Further, there are push-in services for our English Language Learners as well as an after-school program. An after-school program is provided for grades 2-5 students using Title III funding.

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

In order to support our large ELL (4-6 years) and Former ELL population, all teachers are provided with professional development opportunities geared toward scaffolding the curriculum and creating materials and structures that build oral language. As was previously mentioned, many Former-ELLs are mainstreamed into general education classes (where they receive the benefit of a strong language models with the support of a co-teacher trained in ESL during mandated periods) when it fits their learning needs. Current ELLs are invited to attend after-school programs to support their growth in ELA and Former ELLs are invited to attend a similar after school program funded through Title I to help prepare them for Math and ELA exams. Additionally, our level 1 ELLs and Former-ELLs are considered for At Risk Interventions with AIS reading specialists. In addition to the Teacher's College Reading and Writing Curriculum, our teachers use a variety of resources to tailor their instruction to meet the needs of the ELLs. Teachers supplement their libraries with Guided Reading, Language Power guided reading, and Rigby In Step Reading. Additionally, teachers use a variety of web-based subscriptions to target specific skills such as Skills Tutor and the Language Power program. We will be using the Journey's embedded phonic awareness and vocabulary structures for reading and writing. K-5 and is differentiated based on student need.

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

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

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

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

11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- As a result, we will use the majority of our funding for Reading and Writing support for our English Language Learners in grades 2-5. A 20 day After School Program will support our ELLs in literacy, Math, and NYSESLAT test preparation in English. The primary goal would be to help students develop strong reading writing and math problem solving skills through small group data driven instruction. Small group Math will be taught on Wednesday. On Thursday teachers will use Language Power. Positions will be offered first to teachers serving under their ESL and Bilingual license. (If we are unable to secure the needed amount of licensed ESL and Bilingual teachers common branch teachers will be hired and co teaching model will be utilized) At least two groups will be solely reserved for newcomer and SIFE students. These groups will be based on recent Teachers College Assessment, NYSESLAT

scores and informal language assessments. One planning meeting will be provided so teachers can plan instruction. A supervisor will be present to assist in planning instruction modeling effective practices, help with coordination and supervision of the program since this is the only instructional program in the building after school.

Students will be involved in inquiry-based activities, which will help them develop critical thinking skills. Lessons will be created on scaffolding reading, writing, listening and speaking. Teachers will use the "Language Power" shared reading and writing program to develop language.

Grades 2-5 After School Program

An after school program will run for a cycle of six weeks, consisting of 6 staff members (1 supervisor) for grades 1-3. The program will be held Wednesdays from 2:50-4:45 as an after school program. The program will begin on October, 2015 and end on May 2015. The primary goal would be to help students develop strong reading, writing, and math skills through small group, data driven instruction. Small group Math literacy sessions will be taught using Buckledown Math in order to review problem solving skills. We will use "Language Power" readers, a program that integrates shared, guided, and independent reading and writing around content area themes.

- I. scaffolded lesson for the different language levels accordingly to the "Journey's" support/Senderos/ESL support component (Skill instruction, anchor text, independent reading, small group instruction)
- II. Independent practice
- III. Whole group and/or partner share
- IV. Small Group Instruction (small group instruction, independent reading and stations for reading)

Kindergarten and First grade will participate in NYSESLAT test prep during extended day at no cost to Title 3 except for the purchase of "Getting Ready for the NYSESLAT Beyond Grade 1" and "Getting Ready for the NYSESLAT Beyond Kindergarten"/ Grant monies will be used to pay per session for staff members and to purchase instructional materials for the program.

Making Books Sing (K-1)

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

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

Our school has invested with a new literacy program "Journey's" and the program in Spanish- "Senderos". The literacy block supports students Writing support for our English Language Learners in grades 2-5. A 20 day After School Program will support our ELLs in literacy, Math, and NYESLAT test preparation in English. The primary goal would be to help students develop strong reading writing and math problem solving skills through small group data driven instruction. Small group Math will be taught on Monday. On Tuesday and Wednesday teachers will use "On Our Way to English" Comprehension Packs. Positions will be offered first to teachers serving under their ESL and Bilingual license. (If we are unable to secure the needed amount of licensed ESL and Bilingual teachers common branch teachers will be hired and co teaching model will be utilized) At least two groups will be solely reserved for newcomer and SIFE students. These groups will be based on recent Teachers College Assessment, NYSESLAT scores and informal language assessments. One planning meeting will be provided so teachers can plan instruction. A supervisor will be present to assist in planning instruction modeling effective practices, help with coordination and supervision of the program since this is the only instructional program in the building after school.

Students will be involved in inquiry-based activities, which will help them develop critical thinking skills. Lessons will be created on scaffolding reading, writing, listening and speaking. Teachers will use the "On Our Way to English" shared reading and writing program to develop language.

Grades 2-5 After School Program

An after school program will run for 20 days, consisting of 13 staff members (12 teachers, 1 supervisor) for grades 2-5. The program will be held, Wednesdays and Thursday's from 2:50-4:20 pm as an after school program. The program will begin October 2015, and end April 2015. The primary goal would be to help students develop strong reading, writing, and math skills through small group, data driven instruction. Small group Math literacy sessions will be taught using Buckledown Math in order

to review problem solving skills. We will use "On Our Way to English" Comprehension Packs, a program that integrates shared, guided, and independent reading and writing around content area themes.

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

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

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

Making Books Sing (K-1)

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

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

Our school no longer has Teacher's College literacy program. Our Ell students needed the structure of phonics, vocabulary and scaffolds for our Ell students. Our new literacy program to has a structure to support bilingual students with the scaffolds for the language aquisition levels. In addition, there is a seperate support for Ell's through the extra component built in the program. For example there are recommendations for how to teach the level of students, as you address their language level.

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

Our Ell's have access to our new school literacy program "Journey's- in English and Spanish- Senderos". The program has a built in of Ell support with the different levels of language. The structured vocabulary and phonics supports provide the language development needed for our ELL's.

After-school and SAT academy supports instruction for Ell's through our IREADY program. The program has the students teaching at the level of where the students are. Teachers are able to formulate groups, teach one on one, and address the needs of students.

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

Recognizing the importance of visual support and shared materials to ELL education, our school has made a commitment to using technology to support our ELL subgroups. With our investment in new SMARTboards, all of our ESL, Bilingual and Language Enrichment classrooms are equipped with a SMARTboard in their room. Four ELMO machines, one each floor, are available for teacher use in addition to digital cameras, video cameras, and voice recorders. Teachers also have access to listening centers and computers for students use that have been equipped with a variety of math and literacy software. In order to maintain and assist teachers in using this new technology, we have hired a part -time AUSSIE consultant.

In addition, P.S. 001K has invested in interactive computer-based programs. Our school has purchased Imagine Learning accounts to be used with Newcomer ELLs. This program guides newcomers via interactive programming, supporting their language development. Via Imagine Learning, teachers also have access to student data reports so that they can monitor and track their students' progress. P.S. 001K has also invested in other programs, such as Language Power and IREADY, which provides students with guided reading book, differentiated lesson suggestions and materials (workbooks, supportive vocabulary cards, etc.).

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Paste response to question Native language support is essential for our ELLs, and P.S. 001K we have several resources to help ensure that students receive support in their native language. Within our TBE program, all of our teachers are bilingually certified and deliver instruction for part of the day in students' native language (Spanish). For Beginner students, this means using the 60:40

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

Within our Dual Language Program, a 50/50 model is employed. Students receive half of their instruction in their native language (whether it be English or Spanish) and half in the target language. In Kindergarten, this means students receive most core subjects in their native language, and begin mastering the target language during word study and content area blocks (as well as certain pre-determined core subject blocks). The native language instruction for ELLs is delivered by bilingually certified instructors. Our Dual Language classes have received many resources to support them in native language instruction, including bilingual teacher guides for all curriculum components as well as student resources in Spanish (i.e. books, workbooks, charts, etc.) Further, similar to the TBE program, the Dual Language program is supported by 3 bilingually certified cluster teachers who work with the Dual Language class in content area programming. These instructors also divide their instruction between English and Spanish so as to offer support to students in their native language.

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

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

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

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

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

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

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

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

The focus of the staff development will be to provide feedback, support and technical assistance to teachers in developing their knowledge of first and second language acquisition theories and practices. They will also be trained in identifying the individual needs of ELLs and scaffolding instruction for these students. We will provide on-going professional development through Journey's consultant, Office of English Language Learners, Brooklyn Borough Office Support and intra-school professional development. Professional Learning at PS 1

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

Office of English Language Learners (OELL)

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

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

Intra-school Professional Development

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

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

The Literacy Coaches will provide support in instructional practices to ESL, Bilingual, General and Special Education teachers in cycles. Support will be provided based on teacher need on a variety of topics including: setting language goals, structures and routines, planning small groups, inserting language structures within the components of balanced literacy, helping ELLs transition from one grade level to the next, and increasing rigor and vocabulary development with newcomers and SIFE students.

In addition, a variety of voluntary workshops will be provided to support all staff members in learning techniques for serving our ELL population.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

Professional Learning:

 - *Teachers engaging in unpacking standards
 - *Study group of ELL's
 - *Journey's Professional learning for small group instruction
 - *Identifying student language level and formulating groups
 - *Inquiry study of ELL student- looking at student work and preparing and planning for language levels
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
 - *As a school we presently have two opening for upper grade ENL, however it continues to be a vacancy
 - *As a school, we have two spanish speaking guidance counselors that support families in transitioning to middle school
 - *As a school we take great pride in ensuring that our parent engagement supports students that are transitioning to middle school
 - *As a school we support students by having the counselors support a middle school fair, and ensuring that translation is provided as needed.

As a school, we also have our SAVE person become very much involved with students as they transition to the middle school process

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to *ELL Policy and Reference Guide, Professional Development* section.

* Our agenda's indicate that there is always a conversation regarding our ELL students

*Literacy discussion focuses on our ELL's and what are the supports provided

*Inquiry conversations are formulated around the discussion of our ELL students

*During the math conversations, and data shared, the conversation encompasses, what are the scaffolds for ELL's

* Our Journey's consultant will have demonstrations in classrooms where there will be evidence of ELL support- "What does it look like in a Bilingual class, Dual Language class, Transitional Bilingual class etc

* Our tasks in any content, ensures that teachers are being mindful of their students and their language levels

* As an administrative team, and as an instructional cabinet the expectation is for our conversations to support student language.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

PS 1 recognizes the importance of parent/family/community involvement in the education of ELL's. The Parent Coordinator, in collaboration with administration, School Leadership Team, Family Worker, Literacy Coaches and the ESL/Bilingual staff, will build an outreach to the parents of newly enrolled students.

*In October and May parents will be invited to an orientation session on the state standards, assessments, and school expectations.

*Beginning in October, there will be monthly parent orientation meetings for newly enrolled ELLs. The parents will view an informative video about the Bilingual and ESL programs offered throughout the City of New York, and then they will be given an opportunity to select a program for their children. This information will be provided in their native language.

*Parent workshops on state examinations including the ELA, Math and NYSESLAT, are offered throughout the year.

In efforts to communicate with parents, the Title III translation allotment is used to distribute, translate and reproduce letters for parents by the Family Worker and Parent Coordinator.

Our parent coordinators collaborate with coaches and teachers to create hands-on parent workshops that are aimed to bring parents closer to the work in the classroom and provide tools to support their students at home.

This year workshops include:

*Reading Readiness for K -1

*Comprehension strategies with a focus on non-fiction reading Grade 2

*Preparing Students for the NYS ELA grades 3-5

* Developing Counting Skills for K, Developing Fluency with Addition and Subtraction Facts for Grades 1-2

*Developing Fluency with Multiplication and Division Facts for Grades 3-5

* Preparing Students for the NYS Math Test Grades 3-5

*Parent link and Understanding Student Progress Reports

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

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

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

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

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

Parent needs are communicated via various avenues. A primary source of information is the school's Parent Coordinator, Maribel Pina. The Parent Coordinator sends out surveys and communicates regularly with parents to see what their needs are. Further, the school has an active PTA that holds monthly meetings for parents.

In addition, PC has her weekly workshop with parents. Translation is provided as needed. Through the workshops the PC is able to generate ideas that parents may have regarding the needs of our school community.

Teachers and administrators are invited to these meetings to share ideas and listen to the questions and concerns of parents. It is

from these sources that P.S. 1 has gotten the feedback that led to our current activities and resources. For example, many parents have expressed frustration when trying to help students with increasingly difficult homework as standards have changed due to the Common Core. As a result, P.S. 1 has offered the various workshops previously listed. Additionally, parents have suggested having difficulty helping students with homework due to their own English language proficiency. This feedback has encouraged P.S. 1 to open and maintain the ESL parent class to support parent English development. Further, when parents requested more time for the programs, the meeting times were extended last year. It is through this process of constant and open communication that P.S. 1 addresses the needs of our parents. Translation services are provided through-out meetings with parents.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

- *The records are kept in the Ell closet, on the third floor.

- *The copies of the parent selection form, the entitlement letters are kept in the same room.

- *The ELL teacher files the information in the cabinet as needed.

- *The title three meetings for parents folders have a copy for the parent coordinator and the Ell teacher.

- *The PC has a log with her phone calls and follow-up with parents.

- *In addition there is a parent intake form that shares explicit information when parents need to discuss their issues.

- *Letters are translated as needed, the translation unit is able to translate letters and on their website there are letters our school is able to use and we utilize for parents.

- * The entitlement letters were copied and translated as needed to ensure that our compliance was met.

- *Our school has the school messenger that contacts parents in the evening, at home or on their cell phone .

- *We promote meetings and activities throughtout the with every means of communication, letters, calling, bulletin boards with parent in the school.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

- *The Ell parental involvement is encouraged throughtout the school. Our parents are Ell themselves.

- *We have Tuesday engagement where parent workshops are provided throughout the year, utilizing the Tuesday engagement time.

- *On Wednesday, our PC has weekly meeting with a variety of topics. She includes are ELL parents throughout the variety of workshop.

- *Parent orientation brings out a large amount of parents. Our first meeting for parents brought out more than 100 parents. We have translation available for our parents, the PC, the administrative team, are able to be translation throughout the meetings.

- *Tuesday engagement has teachers meeting with parents as needed.

- * Tuesday engagement has parent and family Yoga.

- *We have family Friday that supports parents visiting classes to observe instruction.

- *We will have ESL classes for parents for the year. In addition, a component will include technology.

- *Thursday evening we have workshops for Ell parents for example: Common Core, Resources for ELA/Math Exams, Technology support for students, IReady Program-for students, Library Resources, Community Resources and Supports.

- *Tuesday Engagement meetings include reading supports for students

- *Saturday Academy cycle -provides a program for struggling students, and parents are invited to our 21st Century library to access the library resources. Parents are able to take books out for children, and resources are provided via the library.

- *Tuesday family engagement has the library available to parents through-out the day.

- *Parent coordinator provides a monthly calendar for parents that has monthly activities with parents.

- *Parent initiative: Our Math Coach has provided math support to parents in order to have parents work with their children.

- *PC provides resources for teachers when translation is needed. The translation services are provided via a company, and a schedule for translation is disseminated.

- *PC has a handful of workshop for parents in order to ensure that parents have access to students grades.

- *Monthly PTA meetings provide information for parnets and translation services are provided during the morning meeting and the evening meetings.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

- *Our partner Community Based Organization is Center for Family Life.

- *Collaboration with our city Council for activities in our school building is on going through-out the year.

- *Our monthly PTA meeting invites our school community.

- *Lutheran Medical center provides support to our school community.

- *Health plus provides support to our school community.

- *Our Sunset Park, library provides support to our school community.

5. How do you evaluate the needs of the parents?

*The needs of parents are evaluated via survey's sent to parents.

*PC has weekly meetings with parents and parents are able to voice what are the needs that they have.

*Our school principal has her monthly meetings with the School Leadership Team that provide the principal with insight to the needs of our parent community.

*The principal provides a feedback form translated in Spanish and Chinese to have parents ask questions and they are answered as needed. This is the opportunity that the parents are able to have their questions answered as needed.

6. How do your parental involvement activities address the needs of the parents?

*Our PTA president and the officers of the PTA, meet with parents on a weekly basis to discuss their concerns and there are monthly meeting with our Principal. During the meeting parents are able to discuss with the Principal what are the needs of our school community.

*The PC has her weekly workshops that support parents and the needs that they have with their children. For example: Information about our new Literacy Program supports parents to know what are the expectations for the school year.

*Tuesday Family engagement provides parents with the instructional support needed so that they may work alongside their children

*Tuesday Engagement provides parents one on one meeting with teachers, as to ensure that parents are aware of the supports needed for children.

*Tuesday Engagement provides meeting with service providers as needed for children that may need other supports.

*School Guidance Counselors provide support to parents as needed.

*ESL classes provide parents resources to learn English, and be able to support their children academically.

*The PC is involved in all levels in working with parents, providing translations as needed.

D. Additional Information

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

Not applicable.

School Name: The Bergen School

School DBN: K001

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Arlene Ramos	Principal		6/26/15
Wanda Ramirez	Assistant Principal		6/26/15
Maribel Pina	Parent Coordinator		6/26/15
Marisol Sheenan	ENL/Bilingual Teacher		
Atelma Rodriguez	Parent		
Nancy Titlebaum	Teacher/Subject Area		
Kaitlyn Altoff	Teacher/Subject Area		
Mary Tomac	Coach		
Caren Hinckley	Coach		
Megan Pratt	School Counselor		
Anita Skop	Superintendent		
M. Ortiz	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **k001** School Name: **Bergen School**
Superintendent: **Anita Skop**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learn DOE.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

Parents are able to fill out the HLIS in the following languages: English, Spanish, Chinese, and Arabic. The forms have been updated and they are on-line off of the DOE website. In addition, our report cards are able to be printed and in the parents native language. Our emergency blue cards have been ordered in the languages that our school population represents. Our school community identifies over 500 native language learners. We have more than half of our school staff members who speak the predominately identified language - Spanish that articulate with our school community.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

The languages within our school community are English, Spanish, Arabic, Urdu, Chinese.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Newsletters to parents are translated, calendars, the school messenger is translated, entitlement letters for programs or resources from the department of education are translated. The letters for after-school are translated in the parents native language. During the testing month, we provide translators to inform parents of the expectaitons of the exams and how to support their children. The letter for the school leadership was translated and our president speaks in her native language spanish to parent association.

Student progress reports will be translated for parents as they are able to see student growth.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Curriculum night was scheduled with translators for parents and teachers. Spanish support was provided. Educational assistants were assigned to a class, to support parents second language. In addition, we have continued our partnership with Teacher's College ESL/TESOL program and we have two student teachers that supported their cooperating teacher during the curriculum night. One of the student teacher was able to support of handful of teachers in his native language - Chinese- when they met with parents.

As a school our parent coordinator, plans and prepares for Parent Teacher Conferences to ensure the translation company to support our school community.

Teachers met with parents on Parent Engagement Tuesday, and teachers are planned and prepared as the ensure that a translator is available during the meeting.

Our school has a monthly practice: Fabulous Friday, the parents are invited to come to their children's class and the parents participate with an activity in the classroom. All the activities include a hands on activity, which promotes ENL strategies for parents. In addition, parents are able to engage with their children, and participate on active learning.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

We utilize an outside vendor "Translation World" as a service for curriculum and the three parent teacher conferences. In addition, as a school the teachers utilize the practice to contact the translation service, and we have had a handful of meetings with translators on speaker phone. As a school, we have an after-school program who's staff memebers speak different native languages, and we have

utilized these resources as needed.

The letters that have been sent to the translation unit, are sent at least a month in advance. There are challenges with obtaining the translated letter on a timely manner, however we have been successful to receive them quickly.

Our school has the availability to utilize in house staff to support in the translation.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Our school will meet the interpretation needs within our school community: Our teachers are resourceful when it comes to interpretation services available via telephone.

Our staff members reach out to the school parent coordinator to ensure the availability of translation. The parent coordinator, will plan accordingly to the needs of the school. Utilizing on site staff is used when there is an immediate need for translation.

If the need for translators is planned, then the parent coordintor will have an off-site translator support parents or staff members.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Our school is a diverse school. Teachers, and staff members make themselves available whenever there is a need for translators. The forms that parents have to fill out have been translated via the department of education. The brochures that support parent engagment are in parents native language. The language ID guide is provided in the main office of the school.

Teachers are supported with their parents during the Tuesday Parent engagement. Parents make an appointment with teachers and then the teachers plan accordingly. The protocol is for teachers to outreach to the school parent coordinator and parents are scheduled accordingly.

Staff members are reminded during the professional learning the protocols, when there is a need for translations.

In addition, and addedum to the school policy handbook will inform teachers of the protocols for translation services.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at

<http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access

Language ID Guide at security desk and main office

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

We will have a discussion with the PTA president, and the parent coordinator to put out a survey that will provide feedback from parents. the focus would be to fill out when they attend a school activity, fabulous Friday, or the weekly professional learning for parents scheduled in the school every Wednesday. In addition, we will have an exit slip for parents as they leave from meeting with teachers that will ask, how did we do today? Did we support you with translation today?