



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):

02M001

School Name:

P.S. 001 ALFRED E. SMITH

Principal:

AMY HOM

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: PS 1 Alfred E Smith School Number (DBN): 02M001
PK-5th
Grades Served: _____
School Address: 8 Henry Street
212-267-4133 212-267-4469
Phone Number: _____ Fax: _____
School Contact Person: Amy Hom Email Address: ahom@schools.nyc.gov
Principal: Amy Hom
Seung Lee
UFT Chapter Leader: _____
Winnie Lee
Parents' Association President: _____
Christine Wong
SLT Chairperson: _____
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Mei Lin Chen
n/a
Student Representative(s): n/a

District Information

District: 2 Superintendent: Bonnie Laboy
333 Seventh Avenue New York, NY 10001 Room 713
Superintendent's Office Address: _____
blaboy@schools.nyc.gov
Superintendent's Email Address: _____
212-356-3739 212-356-3702
Phone Number: _____ Fax: _____

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Yuet Chu
333 Seventh Avenue, 8th Floor New York, NY 10001
Director's Office Address: _____

YChu@schools.nyc.gov

Director's Email Address:

646-470-0721

Phone Number:

Fax:

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and 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)
Amy Hom	*Principal or Designee	
Seung Lee	*UFT Chapter Leader or Designee	
Winnie Lee	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Rosa Rodriguez	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>	
Tracy Wong	CBO Representative, if applicable	
Sandra Simplice	Member/Teacher	
Christine Wong	Member/Teacher	
Harriet Savitz	Member/Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Christine Chew	Member/PTA Vice President	
Chun Hua Pan	Member/ PTA Vice President	
Mei Lin Chen	Member/Parent	
	Member/	

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

The School Comprehensive Educational Plan (SCEP) 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 SCEP 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 SCEP 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 School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement 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 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.

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.

Accountability Tools 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 informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

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

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 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 SCEP 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:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** 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 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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: SCEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. 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.

Alfred E. Smith Elementary Public School 1 is located in Community District 2 in the heart of Chinatown. The total student population from Pre-Kindergarten to grade 5 is currently 401 students. Of our student population, 40% are English Language Learners and 16% are classified as students with special needs. Our special education programs consists of the following: Integrated Co-Teaching (ICT), resource room, and self-contained (12:1:1) classes. We have a Dual Language English-Mandarin Program at the prekindergarten and kindergarten levels. There are two prekindergarten dual language classes and one in kindergarten. In the 2015-2016, the program will include one first grade dual language class.

The student ethnic composition consists of 66.7% Asian and others that include Pacific Islanders, Alaskan Natives and Native American's, 20.55% Hispanic, 11% African American, and 1.2 % white, and 54% are males and 46% are females. The school's average daily attendance is 95%. Six percent of our school population is in temporary housing. The school is a Title I School wide Project school with the Universal Free Lunch Program (100% free lunch).

Since the fall of 2013, P.S. 1 has been a member of the New York City Community Learning Schools Initiative (NYCCLSI) and is in partnership with the United Federation of Teachers (UFT) to provide much needed services and materials for students and their families. The CLS Resource Coordinator is a full-time staff member who outreaches and coordinates programs for our students and their families. As a CLS, P.S. 1 has been able to provide weekend meals, school supplies and Christmas gifts for every child in the school. In addition, the CLS initiative has been able to provide funds for class learning programs such as classroom workshops from the New York Historical Society so that the 4th grade students can better understand American colonial times and the American Revolution. As a CLS, P.S. 1 has been able to take advantage of a recent Klein grant award to fund enrichment programs such as American Ballet Theatre classes for prekindergarten, kindergarten and 5th grade. To support students' healthy development, the school has a Rise and Shine Program so that students can get a healthy start to the school day with some physical activity and a healthy breakfast. For the second consecutive summer, 3rd, 4th and 5th grade students will be participating in a 3-day financial literacy program sponsored and staffed by PWC (formerly Price Waterhouse Cooper). Currently, P.S. 1 is in the final stages of hiring full-time in-school psychologists to address the socio-emotional needs of students and their family members. The vision is to provide immediate and coordinated resources and outreaches to meet the needs of the families so that students can come to school healthy and ready to learn.

P.S. 1 uses the Title III program funds to provide programs that support the language development of school's significant population of English Language Learners through a myriad of enrichment and learning activities. It is the school's belief that students learn not only content but also higher level vocabulary from enrichment programs. The funds are used for after school programs such as soccer (through the Downtown Football League), Young People's Chorus, Lacrosse Program, First Lego League Robotics Program and a second grade afterschool literacy program.

The school is continually forming networks of community partnerships to support growth in student learning. P.S. 1 has an established 18 year partnership with Asian Professional Extension (APEX). Every year, APEX recruits volunteers to staff various Saturday morning programs. There are 4th grade ELA and Math test prep programs. In the past few years, APEX has also developed a robust basketball program for third, fourth and fifth graders. Furthermore, through the Reading Empowers Program, their volunteers work with students in grades kindergarten to second grade in developing their literacy learning through read aloud and book activities. APEX also has programming for students who are no longer elementary school age. Programs include mentorship and SAT test prep. Every Saturday the building is utilized for students and learning. Another enduring partnership has been with the Let's Read Program. The program provides

volunteers to come weekly to read to individual students. It fosters a relationship between the adult volunteer and the student in which they can share a lunch and read a book together. The program services approximately 50 students.

This year, P.S. 1 continues to strive to develop strong family and community ties. We understand that student's learning can be reinforced and further developed when there is strong family understanding and support. This year P.S. 1 strategically held programs in which parents were learning alongside their children. The Cookshop program is a classroom based program in which students learn about healthy eating and cooking. This year, the Parent Coordinator and a school aide lead a monthly Cookshop program for parents. Approximately 23 parents participated and learned about healthy eating. During one of the Family Nights, parents were engaged in classroom math activities. They were then encouraged to use these activities with their students. In 5th grade, the students with Spoons Across America spent several classroom sessions planning for a dinner party. The resulting dinner was a time of family gathering around Mexican food that was prepared by the students.

An area of focus this year will be the element of rigorous instruction, particularly in using data driven instruction protocols to develop lesson and unit plans. With the teacher inquiry teams already in place, P.S. 1 will be deepening the work by looking at writing and math pre- and post assessments. The teams will then use the data to prioritize the learning goals. Furthermore, the data will be used to plan lessons and units to meet all learners. The teams will work together to strategically break down the learning into manageable student steps as well as create independent work tools for students. There will be a particular focus on students in full-time special education classes. The teams will also look at the vocabulary not of the content but also of their instruction to ensure that it is clear and high level.

The following is P.S. 1's vision and mission statement:

Our mission is to foster the growth of each student so that each may benefit from their multi-cultural community today, and contribute to their multifaceted world tomorrow. P.S 1 is a community dedicated to the job of learning, the excitement of discovery and the sharing of knowledge. We will do this in the following ways:

- Expanding the children's awareness of their world;
- Fostering the growth of our community of life long learners.
- Increasing the children's oral and written language and communication skills;
- Integrating all curriculum areas to enhance and support the learning opportunities for our English Language Learners, Special Education and High Achieving children.
- Developing the children's critical thinking skills;
- Creating rigorous learning environments and opportunities for all children to meet high standards.

02M001 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	465	SIG Recipient
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
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	76.3%	% Attendance Rate		95.0%
% Free Lunch	69.0%	% Reduced Lunch		1.6%
% Limited English Proficient	32.7%	% Students with Disabilities		20.2%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.2%	% Black or African American		11.1%
% Hispanic or Latino	19.6%	% Asian or Native Hawaiian/Pacific Islander		68.1%
% White	0.2%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	11.34	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
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)	0.1%	Average Teacher Absences (2013-14)		3.86
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	32.4%	Mathematics Performance at levels 3 & 4		58.2%
Science Performance at levels 3 & 4 (4th Grade)	80.6%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		X
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		YES
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	NO	Asian or Native Hawaiian/Other Pacific Islander		YES
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	N/A	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		YES
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

Section 5A – 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. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	D
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	E
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>School’s Strength:</p> <ul style="list-style-type: none"> The school leader ensures that all teachers collaborate in professional teams where they develop and implement school-wide instructional practices embedding the CCLS and instructional shifts to continuously promote improved achievement for all learners. (Quality Review Report 5.1) <p>School’s Needs:</p> <ul style="list-style-type: none"> Teachers will continue to further refine lesson plans and academic tasks in order to cognitively engage all students including lowest and highest achieving subgroups. (Quality Review Report 2.2) 		

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

By June 2016, teacher teams will collaboratively develop rigorous CCLS-aligned lesson plans to provide rigorous instruction and include student learning needs by using a rubric and data driven protocols aligned to CCLS, as measured by the data analysis collection from pre assessments and post assessments.

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) <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? (include school, educational consultants and/or CBO staff)</i></p>
<p>Teacher teams will work with the staff developers to develop, implement, and</p>	<p>Teacher teams, school leaders, staff developer,</p>	<p>Sept. 2015-June 2016</p>	<p>Administrators, teachers, staff developers/coaches</p>

<p>review the data instruction protocol and rubrics for grade teams to collect data and information, with a specific focus on ENL students and SWDs during vertical team meetings.</p> <p>Staff members and administrators will conference as a grade team or vertically across grades to reflect on student progress. Administrators will provide actionable feedback to teachers and grade teams to monitor engagement and access for all students.</p>	coaches, students		
Administrators and teachers will meet to share and discuss updated information on the CCLS in both ELA and Math during grade curriculum meetings.	Teachers teams, school leaders	Sept. 2015-June 2016	Administrators, teacher teams
Administrators and grade teams will attend workshops and district-wide PLCs to address the needs of SWDs and ENL students. Teachers will turnkey the information to other teachers during designated PD time.	Teachers teams, school leaders, teachers, students	Sept. 2015-June 2016	Administrators, teacher teams
Administrators, grade teams, and school Committees (SLT, PD Committee) will plan and implement workshops and meetings for parents during Parent Engagement time, PTA meetings, and Back to School/Family Night meeting times around the ELA and Math curriculum and the alignment to CCLS.	school leaders, coaches, staff developer, teachers, students, parents	Sept. 2015-June 2016	Administrators, teacher teams

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.

We have aligned our tax levy and Title I resources to support staff developers and the implementation of curricula aligned to the Common Core Standards. We will use tax levy and Title I funds to hire per diem substitute teachers to support additional time used for planning across two grade levels or grade bands (grades K-2 or grades 3-5).

We have aligned our tax levy and Title I resources to support staff developers and the implementation curricula aligned to the Common Core Standards. We will use tax levy and Title I funds to hire per diem substitute teachers to support additional two full days for grade planning across grades in February and May.

We have aligned our tax levy and Title I resources to support staff developers to work with individual teachers and to provide individual teachers opportunities to attend one day or series of days for specific workshops.

We have aligned our tax levy and resources for staff developers to provide school-wide workshops for teachers and administrators.

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		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant	X	School Success Grant		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, teacher teams will collaboratively review CCLS-aligned lesson plans to ensure rigorous instruction and submit student progress summaries, as measured by the data analysis collection from pre assessments and post assessments for each unit of study.

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. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	E
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	E
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>School’s Strengths:</p> <ul style="list-style-type: none"> School administration has established a positive, inclusive learning environment and coordinates supports for social and emotional development as well as opportunities for enrichment. Students are known well by their teachers and administrators which results in a nurturing school culture. (Quality Review Report 1.4; NYC School Survey) <p>School’s Needs:</p> <ul style="list-style-type: none"> Administration, teachers, and all school stakeholders will continue to work together to assess the school’s needs through data collection and responding by providing the appropriate social and emotional supports. (Quality Review Report 1.1) 		

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

By June 2016, students in the lowest 1/3 subgroup will increase their scores from Level 1 or 2 to either Level 3 or 4 as measured by the NYS ELA and Math assessments.

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 supportive environment 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? (include school, educational consultants and/or CBO staff)</p>
<p>SBST, PPT, administration, and teachers will create a schedule of meetings to identify, discuss, reflect, and implement intervention and services for students in the lowest 1/3 subgroup.</p>	<p>Students, teachers, school leaders, School Based Support Team (SBST), UFT Resource Coordinator</p>	<p>September 2015-June 2016</p>	<p>Administrators, teachers, SBST, UFT Resource Coordinator</p>
<p>The school guidance counselor, School Based</p>	<p>Teachers, school leaders, SBST, guidance counselor,</p>	<p>September 2015-June 2016</p>	<p>Administrators, guidance counselor, School Based</p>

<p>Support Team, and teachers will schedule additional meeting times on the scheduled Tuesday Parent Engagement time or during the school day to meet with students and families and provide social emotional and academic updates.</p> <p>School leaders and teachers will create a schedule of networking meetings with community organizations such as Charles B. Wang Community Health Center, the Go Project, and APEX. Students identified with a need for additional mental health services will receive support through the United Federation of Teachers (UFT) Mental Health Services Pilot program.</p>	<p>parents, Parent Coordinator, students</p>		<p>Support Team (SBST), teachers</p>
<p>Administrators, school staff, and Parent Coordinator will schedule additional meeting times and workshops for parents of at-risk students to meet with classroom teachers and staff to discuss academic, social, and emotional progress during the school day and Tuesday Parent Engagement time.</p>	<p>Teachers, staff, school leaders, staff developers, coaches, Parent Coordinator, parents, students</p>	<p>September 2015-June 2016</p>	<p>Administrators. teachers, Parent Coordinator</p>
<p>Administrators will conference and meet with specialists from the BFSC for information on additional Professional Development and trainings.</p>	<p>school leaders, BFSC specialists, teachers</p>	<p>September 2015-June 2016</p>	<p>Administrators, BFSC specialist, teachers</p>

Part 4 – Budget and Resource Alignment

<p>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.</p>
<p>We have aligned our tax levy and Title I resources to support staff developers to work with individual teachers and to provide individual teachers opportunities to attend one day or series of days for specific workshops.</p>

We have aligned our tax levy and resources for staff developers to provide school-wide workshops for teachers and administrators.

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		P/F Set-aside	X	21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		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, students in the lowest 1/3 subgroup will continue to make academic progress in ELA and math as evidenced by interim assessments in September, November, and January, increase reading levels identified by reading records and by formal and informal teacher observations.

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	E
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>School’s Strengths:</p> <ul style="list-style-type: none"> The school leader has established differentiated teacher support based on analysis of student and teacher data/work products which reflect varied student experiences as the monitoring of progress through assessments. (Quality Review Report 1.1) All teachers collaborate in professional teams where they develop and implement school-wide instructional practices. (NYC School Survey; School Quality Snapshot) <p>School’s Needs:</p> <ul style="list-style-type: none"> Teachers need to deepen skills in using formative and summative assessments to analyze information on student learning outcomes to effectively make unit plans and lesson adjustments that is appropriately aligned to CCLS and has multiple access for all students. (Quality Review Report 5.1) 		

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

By June 2016, all teachers will work collaboratively in their grade teams to coherently align instruction with the CCLS and include access for ENL students and SWDs, as measured by the development of weekly lesson plans.

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) <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? (include school, educational consultants and/or CBO staff)</i></p>
<p>Administrators, school leaders, and staff developers will create workshops and PD for all grade teams to understand how to align curriculum, such as math, to CCLS.</p>	<p>Teachers, school leaders, students</p>	<p>Sept. 2015-June 2016</p>	<p>Administrators. Teachers</p>

<p>Administrators will meet with grade teams during monthly meetings to monitor and provide actionable feedback to teachers to monitor engagement of all students by reviewing lessons and unit plans to ensure alignment to CCLS and access for ENL students and SWDs.</p>			
<p>Teachers will meet in weekly grade meetings to collaborate to norm and review student data gathered from pre and post assessments and create independent work tools for students so it becomes manageable for all students. Teachers will also revise the end of unit assessments to make it more rigorous and aligned to CCLS.</p> <p>Every 4-6 weeks, teacher grade teams will meet across grades (above and below) to share data analysis and lesson planning.</p>	<p>Teacher teams, students, school leaders</p>	<p>Sept. 2015-June 2016</p>	<p>Administrators, teacher teams</p>
<p>The SIT committee will be created and meetings scheduled to discuss, review, and implement IEP goals that are aligned to CCLS.</p>	<p>Teacher teams, students, school leaders</p> <p>SIT Committee</p>	<p>Sept. 2015-June 2016</p>	<p>Administrators, teacher teams, SIT Committee</p>
<p>Teachers will meet every 8-10 weeks in team band (PK-2 and 3-5) meetings or whole school meetings to vertically review student data gathered from assessments, norm, and align our planning across grades to ensure CCLS alignment and access for ENL students and SWDs.</p>	<p>Teacher teams, students school leaders</p>	<p>Sept. 2015-June 2016</p>	<p>Administrators, teacher teams</p>

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.

We have aligned our tax levy and Title I resources to support staff developers and the implementation of curricula aligned to the Common Core Standards. We will use tax levy and Title I funds to hire per diem substitute teachers to support additional time used for planning across two grade levels or grade bands (grades K-2 or grades 3-5).

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		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	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 February 2016, as a school, all teachers will review collaboratively in their grade teams and in grade bands to coherently align instruction with the CCLS and include access for ENL students and SWDs, as measured by the development of pre and post assessments and revisions made to lesson and unit plans.

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. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>School’s Strengths:</p> <ul style="list-style-type: none"> The Principal communicates high expectations through a cohesive communication structure that includes the following: emails, weekly FYI notices, daily updates, grade and individual conferences, and professional development. (Quality Review Report 1.4, 3.4; School Quality Snapshot) The Principal has established differentiated teacher support based on an analysis of student and teacher data/work products. (Quality Review Report 1.2) <p>School’s Needs:</p> <ul style="list-style-type: none"> School leaders will continue to work with teachers to provide high quality supports and extensions into the curricula so that all learners, specifically English Language Learners, are engaged through appropriate entry points. (Quality Review Report 2.2; School Quality Snapshot) 		

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

By June 2016, school leaders, including teacher leaders, will create and implement a professional development plan that builds teachers' capacity to create lessons that are aligned with the CCLS for ENLs, resulting in a 5% percentage increase in achieving proficiency in the New York State English as a Second Language Achievement Test (NYSESLAT).

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? (include school, educational consultants and/or CBO staff)</i></p>
<p>Administrators, teachers, and parents will continue to meet during monthly SLT meetings to discuss ELL student data, progress and interventions.</p>	<p>school leaders, teachers, parents, students</p>	<p>Sept. 2015-June 2016</p>	<p>Administrators, teachers, parents, School Based Support Team (SBST), staff developers/coaches</p>

Administrators and teachers will meet during as a Professional Development Committee to plan and implement cycles of professional development for ELL's during the weekly Monday Professional Development allotted time.	school leaders, teachers	Sept. 2015-June 2016	Administrators, teachers, SBST, staff developers/coaches
Selected ELL teachers will attend action research meetings with ELL consultants and staff developers and in return will turnkey the information during designated Monday Professional Development time.	Teachers, ELL consultants, staff developers	Sept. 2015-June 2016	Administrators, teachers, ELL consultants, staff developers/coaches
Teacher teams and staff developers will meet to analyze ELL student data and create lessons and activities that engage students in high quality discussions to enhance strengthening, listening, and speaking skills.	Teachers, staff developers, students	Sept. 2015-June 2016	Administrators, teachers, staff developers/coaches

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.

We have aligned our tax levy and Title I resources to support staff developers and the implementation of ELL curricula aligned to the Common Core Standards. We will use tax levy and Title I funds to hire per diem substitute teachers to support additional time used for planning across grades.

We have aligned our tax levy and Title I resources to support staff developers to work with individual teachers and to provide individual teachers opportunities to attend one day or series of days for specific workshops.

We have aligned our tax levy and resources for staff developers to provide school-wide workshops for teachers and administrators.

We have aligned our Title III budget and resources to support the purchase of ELL materials and implementation of curriculum in classrooms.

We have used our resources to hire per diem substitute teachers to support additional time used for teacher teams to plan and to review assessments and data.

We have aligned our Title III resources to support staff developers to work with individual teachers and teacher teams to provide teachers with the opportunities to attend one day or a series of days for specific workshops, ie technology training.

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		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		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, school leaders, including teacher leaders and staff developers will revise and implement a professional development plan that will support and build teachers' capacity to revise their lessons and plans to align to the CCLS for ENLs as evidenced by teachers' use of a school wide student work protocol and planning template.

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. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>School’s Strengths:</p> <ul style="list-style-type: none"> PS 1 is able to communicate data, high expectations for student achievement, and establish an inclusive learning environment all students, teachers, and families. (Quality Review Report 1.4, 3.4; NYC School Survey) We have completed 2 years as a UFT Community Learning School to provide services and materials for students, families, and community. PS 1 promotes an open door policy for families as well as community stakeholders. PS 1 has many partnerships with community agencies, such as APEX (Asian Professional Extension) for Youth, American Ballet Theatre, PWC (formerly Price Waterhouse Cooper), and Cookshop that promotes and provides services to foster the academic, social and emotional development of children. <p>School’s Needs:</p> <ul style="list-style-type: none"> PS 1 will continue to identify the target groups and collect data that demonstrates a need for additional support services to enhance their academic, social and emotional development to support student success. (Quality Review Report 1.4, 3.4) 		

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

By June 2016, school leaders, teacher leaders, and community leaders will create a Committee that will review and address students and families who would benefit from additional academic, emotional, or health by implementing a support plan resulting in increased student achievement as evidenced by student report cards and observations.

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 stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<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? (include school, educational consultants and/or CBO staff)</i></p>
<p>Teachers, parents, administration, and staff will meet weekly during Tuesday designated Parent Engagement time to conference with parents and community members about the programs used to provide academic, health, and emotional progress of students.</p>	<p>Students, families, community members</p>	<p>Sept. 2015-June 2016</p>	<p>Teachers, parents, staff members, administrators, Parent Coordinator</p>
<p>Teachers, staff, parents, UFT CLS Resource Coordinator and administration will have monthly UFT Community Learning Schools board</p>	<p>Teachers, students, staff, parents, students, school leaders, UFT CLS, SLT</p>	<p>Sept. 2015-June 2016</p>	<p>Teachers, students, parents, staff members, administrators, UFT, Parent Coordinator, SLT</p>

meetings and School Leadership Team (SLT) meetings to reflect on programs, assess current needs of students and implementing current or new programs to address the academic, emotional, and social needs of all students.			
Teachers, staff members, UFT CLS Resource Coordinator, administrators, Parent Coordinator, and parents will continue to hold and attend monthly PTA meetings to discuss, plan, and implement the needs of the community.	Teachers, staff, parents, Parent Coordinator, PTA, school leaders, UFT CLS	Sept. 2015-June 2016	Teachers, parents, staff members, administrators, UFT, Parent Coordinator
Weekly Pupil Personnel Team (PPT) will meet with teachers, service providers, and administration to identify at-risk students in grades K-5, monitor and implement academic, health, and social services for students.	Teachers, School Based Support Team (SBST), service providers, school leaders, students, PPT	Sept. 2015-June 2016	Teachers, School Based Support Team (SBST) administrators, service providers, Parent Coordinator, PPT

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.											
We will use our tax levy and Title I resources to support staff developers to work with individual teachers and staff and to provide individual teachers and staff opportunities to attend one day or series of days for specific workshops for families. Families attend Teacher’s College Reading and Writing workshops which are aligned to the CCLS with a school staff member who provides translations and comprehension support.											
We will use our tax levy and resources for staff developers to provide school-wide workshops for teachers and administrators.											
We will use used our resources to hire per diem substitute teachers to support additional time used for teacher teams to plan and to review assessments and data.											
We will use our Title III resources to support staff developers to work with individual teachers and teacher teams to provide teachers with the opportunities to attend one day or a series of days for a specific workshop with families.											
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		P/F Set-aside	X	21 st Century		C4E

	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other
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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, school leaders, teacher leaders, and community leaders will review agenda items from Committee meetings to ensure that students and families' needs are being addressed and benefiting from the additional academic, emotional, or health services. The committee will review the support plan which will include student attendance to ensure services increase student achievement as evidenced by interim academic assessments and from informal and formal observations from staff and service providers.

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 at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Data from School Quality Guide, identification of lowest 1/3 subgroups, teacher observations and assessments	Literacy intervention At-risk resource room Reading Recovery intervention America Reads tutors Learning Leaders Everybody Wins Title III Programs and Activities Reading Empowers Grades 1-3 Grade 4 APEX ELA Academy Grade 3 ELA Academy Grade 2 NYSESLAT Prep (beginners and intermediates)	1:1 /small groups Small groups 1:1/ small groups 1:1 /small groups 1:1 /small groups 1:1 1:1 /small groups Small groups Small groups Small groups Small groups	During school day During school day During school day/ extended day During school day/ extended day During school day/ extended day During school day During school day Afterschool Afterschool Saturdays Saturdays Afterschool
Mathematics	Data from School Quality Guide, identification of lowest 1/3 subgroups, teacher observations and assessments	Grade 4 &5 APEX Math Academy	1:1/small groups tutoring	After school Saturdays

Science	Data from School Quality Guide, Identification of lowest 1/3 subgroups, teacher observations and assessments	LEGO Robotics	Small groups	Afterschool
Social Studies	Identification of lowest 1/3 subgroups, teacher observations and assessments	Lunch time computer classes Price Water House – Grades 3 & 4 Saturday Price Water House workshops in Grade 5	Small groups, tutoring	Afterschool
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher observations and assessments, PPT team recommendations	At-risk guidance services	1:1/small groups	During school day/ Afterschool

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>We at P.S. 1 are always working hard to attract and hire highly qualified individuals to work with our children. We have hiring committees that are organized to review resumes and create questions for interviews by grade and subject areas.</p> <p>We hope to hire the teacher as soon as possible. If we hire the new teacher before the end of the school year we have his/her shadow and work in teacher teams to experience and be exposed to team work and collaboration. Once a teacher is hired we provide them with a nuts and bolts binder of our school. It includes school safety and policies, the Danielson rubric, Common Core Learning Standards and Chancellor's Regulations for human resources. Also there is a data section with our school report cards, Quality Review, and school survey. Furthermore we include a section for professional articles that addresses classroom environment and parent engagement. They will also have copies of the Teacher's College Literacy curriculum and the first unit from Investigations in Math.</p> <p>In early September, the new teacher are highly encouraged to attend new teacher mentoring workshops and Teacher's College workshops around setting up for reading and writing workshop. We set aside funds for teachers who have expertise in setting up classrooms and libraries to come in to support the newly hired. The administration spends additional time with the individual for check in and planning. The new teacher is then assigned a mentor teacher from the school. Depending on the position, we assign a mentor accordingly, i.e., if the new teacher is a special education teacher we assign the most experienced and effective special education teacher to her. This year our mentor teacher is also a part of the New Teacher Center NYC Mentoring Program. In addition, the new teacher will be paired up or grouped with the other new teachers to work with the staff developers from TC and/or Aussie.</p> <p>We schedule monthly new teacher meetings for follow up conversations around professional development workshops or learning cycles and to support new teachers with administrative duties. We also read articles and visit classrooms together to further scaffold their learning opportunities.</p>

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
<p>We at P.S. 1 are committed to continuing education and promoting a high quality of professional development. Throughout the school year, various grades are scheduled for professional development time with staff developers around curriculum and content based on the CCLS. Teachers and staff members work closely with staff developers</p>

from TCRWP and AUSSIE program to focus on lesson planning and curriculum in reading and writing that focuses on the CCLS. In addition, our teachers and staff continue to develop math skills and knowledge with staff developers from Metamorphosis program. With the continued demand to create strategies and activities to assist our ELL students, we continue to engage in our work with our staff developer, Fay Pallen.

Part 3: TA Schools Only

3a. Use of Program Resources

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

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).

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/information, early intervention services, etc.).

Teachers and administrators align curriculum, hold joint professional development and parental involvement activities, as well as share records and interventions across all the grades. Since PS 1 is a pre-k to 5th grade school, students are able to stay within the community throughout their elementary education. Students and parents in pre-k are invited and involved in joint assemblies, PTA meetings, workshops, and professional development opportunities as other students and parents are in the other grades. Student work, student progress, and sharing of records are passed along across grades between teachers during professional development time and teacher grade meetings.

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.

Teachers and administrators participate in the Measure of Student Learning (MOSL) and Advance Committees to assist in the selection of appropriate multiple assessment measures within the school. In addition, teachers, parents, and administrators also participate in and analyze the assessment results to improve instruction by discussing possible assessment measures during School Leadership Team meetings.

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal,

State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.				
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '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	229,768.00	X	See Section 5
Title I School Improvement 1003(a)	Federal	\$9,953	X	See Section 5
Title I Priority and Focus School Improvement Funds	Federal	N/A	N/A	N/A
Title II, Part A	Federal	126,781.00	X	See Section 5
Title III, Part A	Federal	16,768.00	X	See Section 5
Title III, Immigrant	Federal	0	X	See Section 5
Tax Levy (FSF)	Local	2,196,308.00	X	See Section 5

Explanation/Background:

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

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

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

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

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** To 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.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 8: 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 SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school'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. **Alfred E. Smith Elementary School/ P.S. 1** in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between 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. **Alfred E. Smith Elementary School/ P.S. 1** will support parents and families of Title I students by:

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

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

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

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC)

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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>Alfred E. Smith Elementary</u>	DBN: <u>02M001</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 checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>120</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>10</u>
of certified ESL/Bilingual teachers: <u>6</u>
of content area teachers: <u>4</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: Alfred E. Smith Elementary Public School 1 is located in Community District 2 in the heart of Chinatown. P.S. 1 is a five-story structure that was completed in 1897. The total student population from Pre-Kindergarten to grade 5 is approximately 510 of which 458 are in general education, 189 in bilingual/ ESL education (which makes up 39% our school population), 31 in the ICT program, 12 in resource room, and 25 in self contained special education. The student ethnic composition consists of 69.9% Asian and others that include Pacific Islanders, Alaskan Natives and Native American's, 16.7% Hispanic, 11.6% African American, and 1.8 % white, and 56.4% are males and 43.6% are females. The school's average daily attendance is 95%. The school is a Title I School wide Project school with the Universal Free Lunch Program. PS 1's Title III program supplements instruction for English Language Learners and will target all 191 children of the school's beginning, intermediate, and advanced ELL including newly arrived children.

There are 3 Super Start pre-kindergarten classes, 3 kindergarten classes and 1 ICT kindergarten class, and two self-contained special needs education classes one in the lower grade K/1/2 and one upper grade 3, 4 and 5. There are 2 first grade classes and 1 ICT first grade class, 3 second grade classes, 3 third grade classes, 2 fourth grade classes and 1 ICT fourth grade class, and 2 fifth grade classes and 1 ICT fifth grade class. The kindergarten and grade 1 classes are transitional programs with ELL support due to the fact that most of our children are beginners at these levels.

PS 1 has Free Standing ESL classes in which students receive instruction in 100% English. English Language Learners in these classes are serviced through state licensed ESL / Bilingual teachers. Children in other classes are serviced through whole class push-in or pull-out small group instruction with an ESL-licensed teacher. School wide the ELL instruction will focus on non fiction studies and the use of technology as a tool to support learning. The Language Allocation Policy, will ensure that our children, who are limited English proficient, including immigrant children and youth, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging State academic content and state academic achievement standards as all children are expected to meet.

High Quality Instructional Title III Programs:

During the school year, English Language Learner students in grades K – 5 are encouraged to attend extended school day programs which structure and align the learning from our classroom literacy experiences in Science and Social Studies to prepare the children for related outside classroom experiences including trips and neighborhood walks. We also will use the time to reinforce the learning from the regular classroom day. Our programs will have two teachers; one teacher will be ESL and/or Bilingual certified and the other will be a common branches licensed generalist. We believe it is important to expose our ELL children to hands on and authentic know-how through contents subject areas such as Science, Social Studies and Language Arts. Furthermore our NYSESLAT scores show a need to develop the children speaking and listening skills. The data will assist us in forming target groups. For example teachers will share a recipe and discuss with the children where to shop for ingredients in order to prepare for cooking. They will go to the locate supermarkets and food stands to make purchases. After such trips the children will re create their own supermarkets and food stands in the classrooms. Such experiences and opportunities will support them in their lives in society. If there are additional funds, from October through May, children will be serviced by a bilingual or ELL-licensed teacher in a small-group setting of no more than ten students. The extended day program will be scheduled for one and a half to two hours after school, once per week for ten weeks. The children will be engaged in a non-fiction content study, specifically in a culinary institute focusing on preparing American foods. Also children will keep food journals to increase their independent skills and practices

Part B: Direct Instruction Supplemental Program Information

for reading and writing.

The teams of teachers will organize the classes according to the levels identified by the NYSESLAT scores and the data from our Language Allocation Policy (LAP) reports. We will incorporate teaching strategies used within our balanced literacy program (i.e., read aloud, shared reading, and guided reading and writing). The classroom teachers will organize the small classes which will reflect classroom work and assessments. Also the children will keep food journals to note their word work, writing drafts, and a reading log to identify the book titles. There will be no more than 12 intermediate and advanced second through fifth grade ELL in a class. We will also include proficient students from the school year 2012 and 2013. Expenditures will include consumables such as cooking ingredients, Xeroxes for recipes, and supplies, related literature to support ELL literacy and language development, and visits to food markets and restaurants to build English language skills in concrete contexts. We will create a recipe book for each child to document the learning.

As part of pictorial documentation and the use of technology we will purchase one IPAD 3 tablet with the ability to record and film for each class that will be compatible to our computers in the classrooms. We will need supplies such as photo printers, photo paper, ink cartridges, memory sticks and cards, blank CDROMS to burn pictures, batteries for the camera and camera cases. The children will learn how to use the camera function on the IPAD 3 to download pictures, and create short documentaries of their experiences. They will create a power point presentation on CDROMS.

In addition as part of the extended day program, another opportunity will engage the ELL children in a non-fiction content study, specifically focusing on learning to build their knowledge about nutrition and healthy living. This opportunity will allow the children to be exposed to specific language about good foods and bad foods. For part of the time, in the last 20 minutes of each session, the children will engage in activities to learn how foods are broken down by the body to create energy and support the development of different muscles. The children will be learning about the human body and how it works. They will be able to verbally identify body parts and how different activities use different parts of the body and muscles. The children will engage in team and individual sports. In this program we will invite former ELL students to attend. This program will be scheduled for one and one half to two hours after school, once per week for ten weeks.

To support the content areas, the ELL students will have full access to the books within our classroom libraries. One of the two teachers will be ESL/ Bilingual certified. In addition there will be an ESL certified teacher in charge to facilitate all staff development sessions with an Aussie staff developer who has multiple experiences working with our ELL population. She will continue her work in the afternoons with the Title III teams. The teams of teachers will organize the classes according to the levels identified by the NYSESLAT scores and the data from our Language Allocation Policy (LAP) reports. We will incorporate teaching strategies used within our balanced literacy program (i.e., read aloud, shared reading, and guided reading and writing). This year we will also align the curriculum maps to common core standards with the support of the Aussie staff developer. In addition we hope to create a performance task that is aligned to the Department Of Education requirements.

Our programs will have two teachers; one teacher will be ESL and/or Bilingual certified and the other will be a common branches licensed generalist. The teacher team will organize the small classes which will reflect classroom work and assessments. There will be targeted groups consisting of beginners, intermediate and advanced level children from second through fifth grade ELL in class. Also there will be no more than six former ELL students. We will focus on terminology, vocabulary, and strategies to develop oral language. The paraprofessional or school aide will continue the work with the classes during their lunch time recess and provide games for additional support outside of school environment. This program will increase the children's knowledge about how their bodies work and function. The content knowledge will be aligned to the social studies and science standards and common core standards thus giving the children another opportunity to learn the materials as discussed during the regular school day. This will increase the students overall performance and achievement.

Healthy Me – Lower grade and Upper grade:

In past school year, we had been focusing on developing an understanding for healthy life styles. We have implemented the Department Of Education fitness grams as part of our school program. Besides

Part B: Direct Instruction Supplemental Program Information

working with the children Pre-Kindergarten through Grade 5 to develop a deeper understanding about incorporating components of nutrition and healthy eating, we have been focusing on how our body works with the muscles and fats. We chose to focus our work around a program called SPARKS. SPARKS was initiated as a counter to heart disease which began in childhood.

Certain aspects of this program:

- Demonstrate improved problem solving and movement creativity while using a variety of manipulatives in many situations.
- Receive opportunities to interact with new stimulus and situations, thus broadening their experiences

Children will learn to:

- Strengthen listening skills
- Distinguish among various auditory cues
- Verbally describe movement experiences thus conceptualizing movement and developing language skills.
- Acquire school readiness skills that enhance program (e.g., numbers, shapes, colors, alphabet, patterning, and sequencing)
- Use applications for predicting, patterning, and sequencing that enhance and build upon school readiness skills
- Be aware of food and nutrition for healthy diets (e.g., games that incorporate animals or foods or reading literature that reinforces farm animals/ fruits/vegetables and their role in the food pyramid and healthy diets).

In addition we will chose certain sports to deepen the children's understanding about how each sport requires different equipment and different skill set as well as an understanding for the rules and regulations. We also chose sports that the children can share with their families, i.e., like basketball which they can watch on television or like soccer and going to the fields to replicate movements. Such activities will teach the children about hard work, perseverance, adaptation, consistency, and focus which in turn will affect their academic lives. We hope to incorporate such activities during the last 20 minutes of the program.

Since most of the nutrition and fitness programs are in the upper grades we will create a session for our first grade children of the "Healthy ME" program. From our LAB/ NTSITELL (January assessment) data we are noticing an increase enrollment of ELLs on this grade. We will create a similar "healthy me" enrichment program that will align with the grade 1 science standards and the upper grade. There will be no more than 15 children with two teachers (common branches and ESL licensed). The program will meet twice a week for an hour. The group will consist of current ELLs (all levels of proficiency) and former ELL students who have passed out less within a year. Creating such a program so early in their years, we will be able to follow these children through the grades to gather data to show long term progress. This program will increase the children's knowledge about how their bodies work and function. The content knowledge will be aligned to the social studies and science standards thus giving the children another opportunity to learn the materials as discussed during the regular school day. This will increase the students overall performance and achievement. We will use practices from the SPARKS fitness program.

This year we will continue our Grade 3, 4, & 5 Healthy Living Club. In additional as part of this extended day program, which is another opportunity to engage the ELL children in a non-fiction content study, specifically we are focusing on learning to develop their knowledge about nutrition and healthy living. This opportunity will allow the children to be exposed to specific language about good foods and bad foods. Also aligning to nutrition and healthy living, the children will engage in part of the time for the last 20 minutes in activities that focus on how foods break down to create energy to support the development of different muscles. The children will be learning about the human body and how it works through orally naming and labeling body parts and how different activities uses different parts of the body and muscles. The teachers will also take the children on Saturday outings to include museums, parks, and track and field events for extended time (4-5 hours). We will use certain curriculum pieces and practices from the SPARKS fitness program.

Part B: Direct Instruction Supplemental Program Information

For example, the club will meet to talk about individual sports such as running. They will learn terminology, skills and strategies to complete marathons- like events and activities. They can follow the major marathons from each city i.e., NYC Marathon and the Boston Marathon. Their map skills will be enhanced as they follow the marathon routes and identify and discover famous city landmarks. Also they will participate in the Road Runner's Kids Race. In addition the club children will engage in friendly competition and participate in the annual track and field events. The children will learn to track their times and organize their data to be able to interpret the data to make progress in terms of building stamina, working and training different muscle groups, and thinking about the foods they eat to supply the energy to get better at an activity. Such activities will teach the children about hard work, perseverance, adaptation, consistency, and focus which in turn will affect their academic lives. The club will meet twice a week for an hour. They may also meet for at least two hours on Saturdays for an extra class. There will be no more than twenty fourth and/or fifth grade children for two teachers. The group will consist of current ELLs (all levels of proficiency) and former ELL students who have passed out less within a year. This program will increase the children's knowledge about how their bodies work and function. The content knowledge will be aligned to the social studies and science standards thus giving the children another opportunity to learn the materials as discussed during the regular school day. This will increase the students overall performance and achievement.

Family Literary Theater (Stories Come Alive at PS 1)

As part of pictorial documentation and the use of technology we will purchase one IPAD 3 tablets with the ability to record and film for each class that will compatible to our computers in the classrooms. We will need supplies such as supplies including photo paper, ink cartridges, memory sticks and cards, blank CDROMS to burn pictures with storage containers, batteries for the camera and one IPAD 3 cases. The children will learn how to use the camera function on the IPAD 3 to down load pictures, and create short documentaries of their experiences. Also the children will learn how to use the digital and flip cameras, down load pictures, and create short documentaries of their experiences. They will create a power point presentation on CDROMS. We will also purchase student APPS for the IPAD2 to increase learning engagement of the children. We will set aside \$100 to purchase the APPS.

Studies around ELL learners state that they develop deeper understanding with visual supports such as computer programs. pictures, photographs, plays and films. We will once again have Family Literacy Theatre Night once a month. Two teachers and one ESL/Bilingual licensed will work with a group of ten to fifteen ELL students. The children will engage in another opportunity to develop an understanding for the storyline and to interact with the read alouds which are aligned to our balanced literacy program. The children will be exposed to the similarities and differences between films and live plays. The children will also be reviewing films from actual book titles. The films that we show on this night will relate to the children's interest and work in the classroom. They will be using Reader's Theatre materials.

There will be a consensus in which film will be shown and during what time of the school year. In addition the children will be visiting local movie and Broadway theatres to learn about how movie theatres decide which movie to show and what a Broadway theatre looks like. The children will also engage in advisement opportunities to encourage others to see the film. This opportunity will increase the children's oral language development and expose the children to American culture.

Such activities where children are practicing specific language in content areas will increase the children's self confidence and willingness to take risks, thus showing progress in their speaking and listening skills. This will increase the students overall performance and achievement. Our data shows a consistent increase of performance in the speaking and listening sections of the NYSESLAT exam. Theatre night will be once a month from January through June. Children must attend with a parent. We will make an exception for our grade 5 children. We will give them the responsibility to attend with their classmates and siblings.

In addition, we will ask for the Parents Teachers Association and the Learning Leaders Volunteers to support this program. They created, supervised, and managed with the theatre's children run concession stand where the audience can purchase refreshments and provide our children with a review of the films to be viewed and possible suggestions. The funds raised were used to purchase discounted

Part B: Direct Instruction Supplemental Program Information

Broadway tickets for the children to share with one parent.

LEGO Robotics Team – Generalist teacher working with the ELL Coordinator

Finally, we have successfully established a LEGO Robotics Team for our upper 4, & 5 grade children. Each team will learn about team work, problem solving, and creating a mechanical structure to race around an obstacle course. They will be working with computer programs and laptops. They will increase their speaking and listening skills through the use of technology. Also they will incorporate their knowledge of certain mathematical concepts such as area and perimeter, arrays, and geometry. In addition this year we will purchase a smart board and ELMO for the team. These tools will further support and enhance the use of technology for the team and in our school. This will allow the children to practice their mathematical thinking and increase their progress. Certainly this will increase the students overall performance and achievement. The team may also meet on Saturdays.

The Title III ELL coordinator will work with the supervisor to organize and to facilitate the meetings with coaches and teachers. In addition she will be involved with the data gathering, planning agendas with staff developers and teachers, and clerical duties such as sign in sheets and attendance sheets of the classes. Also she will continuously identify the children who are entitled to program and ensure that mandates are being met. Her main responsibilities will be to organize and analyze the data from ECLAS 2, NYSESLAT and ARIS for the teachers and parents. This data will be readily available during the bimonthly planning sessions and for the Inquiry Team. There will be an administrator during these programs with a supervisory license.

The teachers who are engaged in the Title III extended day program will be given time to meet before, during and after the program to plan, gather materials, and analyze assessments. The teachers will meet with staff developers (including Silvana Ng, Assistant Principal (Bilingual certified) and Kaye Lawson, AUSSIE) two hours before the first session to plan and gather books and materials. Once the program is underway, these teachers will work with individual staff developers for three one-hour sessions to discuss strategies for meeting the individual needs of the ELL students and how to plan for their instruction. The staff development will be continuous and with a chunk of time to look at student writing.

Assessments – Measurable outcomes

The teams of teachers with Kaye Lawson the staff developer will organize the classes according to the levels identified by the NYSESLAT scores and the data from our Language Allocation Policy (LAP) reports. We will incorporate teaching strategies used within our balanced literacy program (i.e., read aloud, shared reading, and guided reading and writing) as well as aligning the curriculum maps to the Common Core Standards. The classroom teachers will organize the small classes which will reflect classroom work and assessments

For on-going assessments for the Title III activities we will have the children collect pieces of writing and journal reflection entries which they write after every session. We will continue to use our school wide three times a year guided reading charts and individual independent reading levels to monitor individual progress. We will use the ELL interim assessments to collect data and for instructional planning. In addition to the individual Title III activities there will be pictorial time lines to illustrate the children's learning process. Also word lists for word study will be included in their writing pieces. Teachers and students will increase use of new vocabulary words in their conversations during activities. More advance children will transfer the use of these words as they explain verbally about the activities. We will see transference of the oral language onto their written communication. In addition, another challenge for the parents, it will be for them to teach what they had learned to another person. We will continue to reference and use assessments such as TC Assessment Pro, ELCAS 2, LAB-R, NYSESLAT, NYSTART, State ELA & Math, and the State science exams. This year will include performance tasks in ELA and Math. Teachers will also develop on-going formal assessments such as on-demand writing assignments and evaluating them against the rubrics as well as informal assessments such as observations and collecting and analyzing conferencing notes. For the end of the year final projects, we will collect the children's best writing pieces with pictorial documentations of the children's learning process to display for the community, "Images of Excellence" Fair.

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: Staff Development is very important to our learning community. Staff development for teachers includes a support group for new K-5 teachers; new teacher training in August; and the Teachers' College Reading and Writing Institutes with also has follow-up visits to participant's classrooms by staff developers including Kaye Lawson, from AUSSIE. Teachers will have the opportunity to work with staff developers from Teacher's College and attend Saturday reunions as well as calendar day workshops. Bilingual and ESL issues will also be addressed during faculty conferences, staff development days, and monthly grade meetings as documented in our agendas and monthly calendars.

Staff developers Kaye Lawson, AUSSIE, our teacher's College staff developers, and Silvana Ng, the Assistant Principal (Bilingual licensed) will be working with teachers in groups and individually to model best literacy practices. Having Kaye for extra time for the Title III program will bridge the work from the school day and after school programs. It will be ongoing and in a continuous fashion instead of one shot workshops. Maryann Cuchiara and Fay Pallen our network ELL specialists will work with Amy Carpenter our 3rd grade teacher to collaborate with the staff, in conducting monthly professional study groups around ELL issues with the teachers involved with the Title III programs. The groups are made up of classroom teachers and cluster teachers from every grade including our science teachers, physical education teachers, and reading recovery teachers. They will continue to discuss issues teachers are struggling with in classrooms including effective speaking and listening opportunities and strategies for our ELL learners. From data gathered, we will place great efforts to work with the grade 3, 4, & 5 students. We will use this target group on for our school Inquiry Team project. We will continue to identify effective teaching strategies.

Our F Status Science Coach, Jack Ruolo, will work with new teachers and mentor teachers on each grade to address issues dealing with developing an understanding of math content knowledge and ESL strategies. In addition in September before the children return to school, the LAP team will meet with the staff to discuss strategies to assist all limited English proficient children, including immigrant and youth, to achieve at high levels in the core academic subjects that those children can meet the same challenging State academic standards as all children are expected to meet, consistent with section 1111(b) (1). We will also provide data and scores to the staff in terms of the ELL interim assessments and the NYSESLAT exams. Again we will address and clarify terminology in terms of the assessments. In addition for our first year we will be using the TC Pro Assessment on line to track the children's academic progress in these programs.

This year we will have Jack Ruolo (Science Staff Developer) and Seung Lee (upper grade science specialist) conduct small group instruction for intermediate and advance ELLs. They will be using computers to support their lessons. They will give the group extra instruction around a science topic and further breakdown the lessons for the children in terms of vocabulary and language skills.

The teachers who are engaged in the Title III extended day program will be given time to meet before, during and after the program to plan, gather materials, and analyze assessments. The teachers will meet with staff developers (including Silvana Ng and Kaye Lawson, AUSSIE) two hours before the first session to plan and gather books and materials. Once the program is underway, these teachers will work with individual staff developers for five one-hour sessions to discuss strategies for meeting the individual needs of the ELL students and how to plan for their instruction.

The Title III ELL Coordinator will work with the supervisor to organize and to facilitate the meetings with coaches and teachers. In addition she will be in charge of some clerical duties involving data, agendas, sign in sheets, attendance sheets of the classes and follow up with teachers and curriculum work. Also

Part C: Professional Development

she will continuously identify children who are entitled to program and ensure that mandates are being met. She will organize the data from ECLAS 2, NYSESLAT and ARIS for the teachers and parents. This data will be readily available during the bimonthly planning sessions and for the Inquiry Team.

Staff developers (Maryann Cuchiara and Kaye Lawson) work with teachers on:

- Understanding the language development of ELL students to inform instruction
- Differentiating and adapting instruction to meet the needs of ELL students
- Observation and case study research of a small group of ELL students
- Analyzing and interpreting data on ELLs to plan for meaningful instruction and intervention
- Reading professional literature to inform ELL instruction

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: Parents of English Language Learners are provided with an orientation on State Standards assessments, school expectations and general program requirements early in the school year at PTA meetings and also grade specific parent orientation meetings. We will be working with the community coordinator, parent coordinator, literacy coaches and math coach to design and to implement series workshops to assist the parents of English Language Learners in understanding the school curriculum, particularly balanced literacy and TERC Investigations.

For the 2014-2015 school year, grade parent orientations are scheduled for the first two weeks in September. All families of ELL students are invited to view "The Parent Connection," the orientation video for parents of newly enrolled English language learners; to discuss their concerns; and to ask questions about available programs. As with all events for families at PS 1, translators will be available to facilitate discussion. We will continue our Saturday Workshops for parents with APEX volunteers from February - June for two hours. We will speak to the parents about subject topics to meet their needs, i.e., focus on obtaining citizenship. To address the different dialects we will ask the parents to return commitment slips and to indicate on the slips their language preferences. From past experiences, the parents speak Mandarin, Cantonese, Toinese, and Fukinese. We group the parents with a translator. Translators can be the parent coordinator, community coordinator, family workers, paras or teachers. Also from our School Surveys 73% of the parents continues to want paper memos sent home with their child as the best way to get information to them. We are very aware of our parents needs and memo and announcements are in writing as well as we make daily oral reminders during morning line up.

ELL Parent Classes – Every Fall and Spring of school year

We will continue to work with the We Are New York Project from the NYC Mayor's Office of Immigrant Affairs to organize a Chinese Conversational group once a week to service one class of 25 adult participants for 10 weeks including orientation. The WANY project is a program that believes that New Yorkers, working together could provide immigrants with an opportunity to practice English and learn about City services while providing opportunities to develop leaders. Prior to the formation of each class, an assessment and interviewing process determine each participant's language abilities in reading, writing, speaking, and listening. These assessments determine which course best fits the needs of each participant. Supplies purchased for each participant include student workbooks and conversational books with tapes. For the end-of-year celebration, English-Chinese dictionaries or Spanish-English dictionaries are purchased for each participant as supplied by the Mayor's office.

With the remainder of the funds we will be purchasing multiple copies of leveled books to create an ELL

Part D: Parental Engagement Activities

library for the parents and children to use in class and at home. The books will be content related such as science books about the human body and nutrition, how muscles work and how sport activities help build muscles, film making and plays to use for theatre nights, and instructional books to create things and follow as recipes. We will be in contact with the representative from Benchmark Education to select non fiction books on specific topics related to social studies and science. These books will be aligned to the NYS social studies and science standards. These materials will support the children's learning and increase the students overall performance and achievement.

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 	<u>\$13,802.00</u>	<u>275 hours of per session for ESL and General Ed teacher to support ELL Students: 275 hours x \$50.19 (current teacher per session rate with fringe = \$13,802.00)</u>
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. 	_____	<u>Consumables material: writing tools (folders, markers and pens), paints, chart tablets, art materials, CD players, CD label maker, CD holder, External hard drive, fadeless rolls of bulletin board paper, and markers, pen, printer ink cartridges (black and color), Xerox paper, 1- IPAD 3 with cases& accessories (wiring to connect to laptops, smartboards, and desktops), credit for purchasing APPS for IPADs, leveled content focused books (nonfiction), and book bins</u>
Educational Software (Object Code 199)	<u>\$1,000</u>	<u>Imagine Learning program, interactive white board and ebook packs for ELL Students technology use.</u>
Travel	_____	_____
Other	_____	_____
TOTAL	<u>\$22,916.00</u>	_____

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 02	Borough Manhattan	School Number 001
School Name Alfred E. Smith Elementary School/ P.S.1		

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 Amy Hom	Assistant Principal Silvana Ng
Coach Angela Chi	Coach type here
ENL (English as a New Language)/Bilingual Teacher	School Counselor Edwin Marrero
Teacher/Subject Area Donna Yung Chan/Early Emergent	Parent Winnie Lee
Teacher/Subject Area Helen Yu/ Grade 4	Parent Coordinator Cindy Lau
Related-Service Provider Alyssa Levy	Borough Field Support Center Staff Member Yuet Chu
Superintendent Bonnie Laboy	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	8	Number of certified bilingual teachers not currently teaching in a bilingual program	2	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	2	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 not currently teaching in the ENL program	0	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]	3	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	496	Total number of ELLs	181	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	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 checked="" 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 <input type="checkbox"/>
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This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Mandrian
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	0	0	0	0	0	0					0			0
Dual Language	1	1												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	181	Newcomers (ELLs receiving service 0-3 years)	116	ELL Students with Disabilities	9
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	56	Long-Term (ELLs receiving service 7 or more years)	0

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	0	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	116	0	4	56	0	5	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

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														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																
Chinese	4	12	17	12															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):

7

Number of students who speak three or more languages: 0

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	2	2	1	1	1	1								0
Chinese	41	25	30	25	27	25								0
Russian														0
Bengali														0
Urdu														0
Arabic														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)	14	3	3	3	2	2								0
Emerging (Low Intermediate)	7	8	4	3	1	0								0
Transitioning (High Intermediate)	10	5	7	3	8	8								0
Expanding (Advanced)	7	7	13	16	13	9								0
Commanding (Proficient)	5	4	4	1	4	7								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				6	9	7								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	11	4	20	12	11								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	11	9	5	1	0
4	8	10	6	4	0
5	8	7	7	4	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	3	0	7	0	6	1	4	0	0
4	4	0	4	0	8	0	7	0	0
5	2	0	3	1	5	0	4	1	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	8	0	10	0	6	0	4	0	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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.

The assessment tools we use as a school to assess the early literacy skills of our ELLs are the TCRWP reading records, Concepts of Print and Letter/Sound Identification. From our TCRWP data we noticed that we have 40.67% of our children including our ELL population are on or above grade level in grade K thru 5.

For this school year 2014-2015, we noticed that the ELL students in September are at over 40 % who needs support. We are currently still gathering more comprehensive assessments to further inform our instructional practices. We are confident that the percentage of needs support will decrease during the school year as it had been in previous years. This information will allow teachers to identify literacy strengths and weaknesses of their ELL students and provide instruction that will meet the needs of their ELL students.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

The data patterns from school year 2014-2015 on NYSESLAT indicates a positive increase of up to 40 % of our ELL students that scored within the advance and proficient levels. Overall our ELL students scored the following: 13% are at the proficient level, 52% are at the advanced level, 27 % are at the intermediate level and 8 % of our ELLs are at the beginner level.

Most of the children entering Kindergarten and grade 1 are first year students in school. The NYSITELL Exam is administered within the ten day limit. From that date, the data has indicated most kindergarten and grade 1 children scored at the beginner level. This indicates that some of these children have not acquired the English Language. Also as we receive scores from our initial assessments and performance tasks, we do believe these first year students will score as beginners. We gathered additional educational background data in terms of how many of these children went to pre-school (in America or their native country) and how many of their parents have higher education backgrounds from the home language surveys. We then begin the initial ESL cycle serviced by ESL licensed staff for all the beginner ELLs from grades K-5 giving them additional direct instruction in a small group setting.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

We use the Annual Measurable Achievement Objective tool to make school wide instructional decisions to ensure that our ENL students continues to make progress in English Language Acquisition and that as a school we are meeting state and city compliance in terms of services. As a school we had analyzed our AMAO 1 & 2 findings with our School Leadership Team, ENL Staff including teachers and service providers, and also with our school professional development team. From our current Data Analysis and AMAO Status Estimator, it indicates that we have 4 ENL students score at the first quartile on the NYSESLAT for 2 or more years in a row. Also in our non -ELL Data, 8 students scored at or below 25th percentile and scored at level 1 or 2 on Math. Our AMAO 2 "Rising Target" is at 20% for year 8 however from 2015 NYSESLAT data it indicates 43 ENL students scored proficient which is 39%. Our data shows we've met and exceeded our target by approximately 18%. We also can identify the number of students achieving proficiency by grade levels on NYSESLAT under the AMAO2 by years of ELL services. As a team we also reviewed the at-risk factors that the tool looks for in creating at-risk levels.

The patterns of the NYSESLAT sections - reading/writing/and listening/ speaking - do affect our instructional instructional decisions. The patterns indicate specific needs. It shows that even though as a combine score the proficiency levels of most of our children are at advance or intermediate, our children are not meeting standards for each section as they should be. From analyzing the pattern across the four sections, we need to continue to look at our instruction. We need to think about how we are building oral language opportunities as well as building on literacy strategies across the Grades from Kindergarten thru Grade 5. For each section, we will look at the classroom schedules and teachers' long and short term plans to identify how many true opportunities are provided for the children to hear stories being read, to allow for reading and writing block times, to allow for accountable talk and conversations in partnerships and in small groups, and to how to use these strategies over and over again during the course of the day. If there is a lack of opportunities occurring and lack of student engagement in a particular section, as a staff we discuss possible teaching strategies and/or additional programming such as additional personnel for small group intervention to support the learning. In addition, this data is shared with the staff as they begin to formulate their target groups for their Inquiry Teams, we create a data at a glance chart to showcase data with percentages from current and previous year.

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?

Free Standing ESL Program - For ELA

Grade 3 – There were a total of 26 ELL students tested. 5 students (20%) scored at or above standards. 21 students (80%) scored level 1 or level 2.

Grade 4 – There were a total of 28 ELL students tested. 9 students (35%) scored at or above standards. 19 students (65%) scored level 1 or level 2.

Grade 5- There were a total of 26 ELL students tested. 12 students (45%) scored at or above standards. 14 students (55%) scored level 1 or level 2.

The patterns across proficiency levels and grades indicates that ELL students' achievement levels have remained the same or decreased. Compared to the 2013 scores, 28% of 3rd grade ELLs performed at or above standards whereas this year, only 20% of 3rd grade ELLs are at or above standards. Also, 2013's 4th grade ELLs were at 35% proficiency whereas they remained at 35% proficiency. 5th grade ELLs were at 48.4% proficiency compared to 45% who scored at or above standards. The school's ELL student proficiency score is 18%. The school scores are 18% at proficiency. In terms of instruction with the children who have been in school the least amount of time, we will begin by providing multiple opportunities for oral language development. Also we support these children by providing them with strategies to build stamina for the volume of literature they need to read and the writing they have to do. We will continue to provide small group instruction such as push in with a ESL/Bilingual licensed teacher.

For Math:

Grade 3 –There were a total of 26 ELL students tested. 14 students (55%) scored at or above standards. 12 students (45%) scored level 1 or level 2.

Grade 4 - There were a total of 28 ELL students tested. 19 students (68%) scored at or above standards. 9 students (32%) scored level 1 or level 2.

Grade 5 – There were a total of 26 ELL students tested. 16 students (62%) scored at or above standards. 10 students (38%) scored level 1 or level 2.

The pattern across proficiency levels and grades indicates that ELL students fare better in the math assessments over the ELA assessment. In terms of the ELA and the ELL assessments, the children perform better on the Acuity Interim Math assessment.

From the results we know that the math exams do provide translated versions with a clear glossary. Also the math instruction and the investigation units have a specific language and vocabulary that we teach our children prior to engaging the children in the actual activities. In addition, the use of math manipulatives can provide extra supports for the children. Again we will focus on oral language development and literacy development such as stop and jot; to write down what they are thinking and turn and talk which is built into partnerships. The ELL students are given multiple opportunity to use the math content language orally and in writing.

Our ELL students take the exams in English and a copy of the Native Language version is provided side by side. Native Language is used only when necessary. We do not use the ELL Periodic Assessment. In most cases, teachers may use native language with the beginner levels. Consistently over 55% of the ELL students tested scored at or above proficiency level in the NYS math. However as a school we did not meet state proficiency.

From the results we know that the math exams do provide translated versions with a clear glossary. Also the math instruction and the investigation units have a specific language and vocabulary that we teach our children prior to engaging the children in the actual activities. In addition, the use of math manipulatives can provide extra supports for the children. Again we will focus on oral language development and literacy development such as stop and jot; to write down what they are thinking and turn and talk which will give the children the opportunity to articulate their thinking and share in partnerships. The ELL students are given multiple opportunity to use the math content language orally and in writing.

Our ELL students take the exams in English and a copy of the Native Language version is provided side by side. Native Language is used only when necessary. We do not use the ELL Periodic Assessment. In most cases, teachers may use native language with the beginner levels. We record and use the end of unit benchmarks for math and Teacher's College reading records for literacy. Also we analyze students' work at grade level meetings to discuss the progress of the students every 6-8 weeks.

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 [*RII Guide for Teachers of ELLs*](#).]

The data will show that the students scores in speaking and listening sections for the NYSESLAT is higher in proficiency than in the reading and writing sections. As a school we realize the importance of developing language and creating multiple opportunities for language to be used. This year as a school we are studying how to engage students in high-quality discussions, exemplified by responding to and extending each other's thinking and crafting questions to help each other deepen and elaborate upon their thinking. All teachers will be engaged in an inquiry process which will be focused on looking and analyzing student work. In terms of best practices, teachers will create multiple opportunities for all students to turn and talk and have whole class and small group conversations. The focus will be in small group conversations as well as one on one conversations. The teachers will use thinking templates and language building templates for our ELL students so that they have a place to begin their thinking and talking processes, i.e., "In this part ____ feels____, I know because_____." These templates are also used for reading and writing. Our ELL teachers will continue to work with Dr. Lillian Filmore and Fay Pallen, ELL Specialist around building academic vocabulary.

In terms of interventions, our ELL teachers will continue to provide small group instruction and provide content driven curriculum for these students. We will continue to provide the children with opportunities to attend weekday and Saturday enrichment classes which are aligned to the balance literacy program. The children will engage in shared reading with complex text and strategies around "close readings." The work from the classrooms will be presented in smaller groupings or individually. Currently we have Saturday reading programs for grades 1, 2& 3 and test prep programs for grade 4 & 5 (ENL Students and At-risk level 2& 3) Students. We will continue to build our enrichment programs from grades 1-5 especially for our ENL students. Our grade 4 teachers and a Reading Recovery teacher were involved with the VTS, Visual Thinking Strategy work. VTS has helped our ELL students build their language skills and vocabulary. The students have become more expressive and think more critically. VTS has also helped the quieter students find their voice and build confidence in sharing their ideas.

6. How do you make sure that a student's new language development is considered in instructional decisions?
To ensure that a child's second language development is considered in instructional decisions, teachers provide a great deal of time in developing conversations throughout the day, either in partnerships, small groups or whole class discussions. Students are held accountable for their part of the conversation with note taking skills. We also look at the assessments from NYSESLAT, NYSITELL, State ELA and Math to assist us in planning our instruction to provide for literacy development. Furthermore we analyze interim assessments.
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?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
The success of the program is dependent on the assessments and instruction. The assessments are aligned to our instructional practices and curriculum thus validates our ELL students' progress. The ELL students proficiency scores from our School Quality Guide provided additional evaluation of success. We will also ensure a rigorous curriculum aligned to the Common Core Standards.

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.
For the school year 2015- 2016, we will continue to follow federal and state conditions and regulations in terms of initial identification of students who may possibly be English Language Learners. When parents are registering their children for school, the Home Language Identification Survey (HLIS) is given to determine NYSITELL eligibility. Silvana Ng, a bilingual licensed and trained pedagogue and the Assistant Principal, is responsible for conducting the initial screening and administering of the HLIS and signing off on the documents. If the home language or student's native language is not English, an informal oral student interview is conducted in both English and the native language by a licensed designee (Gianghi Luong Bilingual licensed teacher) which consists of questions about their previous schooling, family history, their interests and hobbies. If the student is determined to be a potential ELL student, then a designee will administer the NYSITELL. Within 10 days of enrollment, Silvana Ng and/or licensed designee (Gianghi Luong, Bilingual licensed teacher) will administer the NYSITELL to the students who were identified as potential ELLs. If the student is a Spanish speaking ELL, then the Spanish NYSITELL is given by Edwin Marrero, a trained Spanish bilingual pedagogue within the same 10 days of enrollment. Supervising this process of initial identification and assessment and follow through including administration of the HLIS, and NYSITELL will be the Assistant Principal, Silvana Ng, who is also bilingual licensed. The completed surveys will be inputted into ATS and a report will be generated for initial identification of possible ELL status by the pupil accounting secretary.
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).
The ESL teacher team in consultation with the classroom teacher and an administrator review assessments and portfolio of student's work. Most cases the children are of very young of age and we interview the child in the presence of a parent with the parent coordinator (as a language translator) on the child's educational background to determine whether the child is to be identified as SIFE. This interview is conducted orally and questions are from the 4 benchmarks including personal and language information, family and home background, education history, language and literacy practices, and other questions, like "What are your plans for the future?" If there are any additional questions and concerns, the District's ELL Specialist is consulted.
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).
The Assistant Principal, a Bilingual and/or ESL certified teacher, the classroom teacher, a Special Education provider will form the Language Proficiency Team to review evidence on whether students with IEPs should or should not take the NYSITELL based on the student's interview to consider his/her English language development, results of assessments administered in the student's home language, and analysis of the IEP. Their recommendations will be provided to the Principal and the student's parents or guardians. The Principal will determine whether or not the student should take the NYSITELL. So after that, the student's parent will receive a written letter to explain and inform him/her of the school decisions.
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.
To ensure entitlement letters as well as parent surveys and program selection are distributed and returned, Cindy Lau, our parent coordinator has a copy of all the children who are identified as ELLs. We distribute the letters after the initial video orientation in September. Every parent signs for the letter which also verifies attendance at the meeting and/or just verify receipt of entitlement letter. Afterwards there are two documented phone calls including date and time of outreach for every family who did not return the letter within the five school days. In most cases this is sufficient. There have been cases when we notify the classroom teachers to assist in contacting parents before or afterschool about the entitlement letter. For these extreme cases we ask the parents to stay when we see them so we can explain the letter and ask them to sign and return immediately. The letters are all returned to Cindy only. Furthermore we have set up individual appointments with parents about the letter and its requirements. Our timeline begins in September and October with a workshop and Parent Orientations; in November and March for follow ups during parent teacher

conferences and additional workshops in December, January, and February if needed. Phone calls are made if necessary for reminders. In most cases we spend the full school year in contact with parents to ensure that entitlement letters are signed and returned. Both the entitlement letters and Parent Surveys are stored and secured in the main office.

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).

All correspondence regarding the child's ELL status will have information of parents' rights to appeal within 45 days of enrollment. In addition, this information will be shared verbally during the Parent Orientation meetings.

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.

A parent orientation meeting is scheduled within the first two weeks of school for all parents of entitled students. A letter is sent out in advance informing parents that their child is entitled for second language services based on the results of the NYSITELL assessment. During the orientation session, the principal and the parent coordinator (the translator) explain the three parent options. To better explain the differences among the three programs, the DOE DVD on the program selection process is shown to the parents in their native language. After the viewing of the video, parents are encouraged to ask questions. Then the parents make their program selection based on the information provided. A list of parents who choose programs other than freestanding ESL is kept on file.

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 distribute the letters after the initial video orientation in September. Every parent signs for the letter which also verifies attendance at the meeting and/or just verify receipt of entitlement letter. Afterwards there are two documented phone calls including date and time of outreach for every family who did not return the letter within the five school days. In most cases this is sufficient. There have been cases when we notify the classroom teachers to assist in contacting parents before or afterschool about the entitlement letter. For these extreme cases we ask the parents to stay when we see them so we can explain the letter and ask them to sign and return immediately. The letters are all returned to Cindy only. Furthermore we have set up individual appointments with parents about the letter and its requirements.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

To ensure entitlement letters as well as parent surveys and program selection are distributed and returned, Cindy Lau, our parent coordinator has a copy of all the children who are identified as ELLs. We distribute the letters after the initial video orientation in September. Every parent signs for the letter which also verifies attendance at the meeting and/or just verify receipt of entitlement letter. Afterwards there are two documented phone calls including date and time of outreach for every family who did not return the letter within the five school days. In most cases this is sufficient. There have been cases when we notify the classroom teachers to assist in contacting parents before or afterschool about the entitlement letter. For these extreme cases we ask the parents to stay when we see them so we can explain the letter and ask them to sign and return immediately. The letters are all returned to Cindy only. Furthermore we have set up individual appointments with parents about the letter and its requirements. Our timeline begins in September and October with a workshop and Parent Orientations; in November and March for follow ups during parent teacher conferences and additional workshops in December, January, and February if needed. The pupil accounting secretary assists by monitoring on ATS the parent program choice entries. Phone calls are made if necessary for reminders by the parent coordinator. In most cases we spend the full school year in contact with parents to ensure that entitlement letters are signed and returned. Both the entitlement letters and Parent Surveys are stored and secured in the main office.

9. Describe how your school ensures that placement parent notification letters are distributed.

To ensure entitlement letters as well as parent surveys and program selection are distributed and returned, Cindy Lau, our parent coordinator has a copy of all the children who are identified as ELLs. We distribute the letters after the initial video orientation in September. Every parent signs for the letter which also verifies attendance at the meeting and/or just verify receipt of entitlement letter with a tear -off or signed attendance sheet.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

The letters are all returned to Cindy only. Documentation is kept in two places and copies are made and filed into students records files and the parent coordinator's office.

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.

An administrator and the ESL teachers create the calendar of when each section of the NYSESLAT is to be administered based on the State Testing Schedule. The NYSESLAT has always been administered by an ESL/ Bilingual licensed staff member over the span of time permitted for the state testing period. The speaking section is first given on a one to one basis with an ESL teacher. The ESL teachers arrange their administration so that they are not assessing students they regularly teach. For the listening, reading and writing sections, the ELL children are grouped by grades and are brought to a separate location. If half of the class are ELLs and are required to take the test, the ELL teacher will remain in their classroom for testing. Finally a memo is distributed outlining assignment of

ESL teachers to the classes they are to test and the schedule of when the testing will take place. They check the list of students from the RLAT to ensure all mandated students are tested. Additionally, they follow up to make sure that any absentees receive make-up testing.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. The parent coordinator and ESL teachers generate the continued entitlement and transitional support parent notification letters that are to be distributed. Lists for each grade are created to record when the signed slips are returned by the pupil accounting secretary.
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 Aspiria Consent Decree? Describe specific steps underway. (Refer to question six).

Upon review of the Parent Survey and Program Selection forms for the past few years, the trend shows that at least 95% of the parents requests the Freestanding English as a new language (formerly known as ESL) program. For the few parents who indicate either the dual language or transitional bilingual education programs, we inform them of other schools that have those programs if they are interested in applying for a transfer. Parents for the most part have opted to remain at PS 1 and agree to have their child(ren) taught in the Freestanding English as a new language program.

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.

The organization models include push in (co-teaching), collaborative, and self contained which are integrated models.

The program models are blocked when the ELL move from grade to grade and heterogenous grouping.

In the Dual Language classes they are integrated models.

The ESL teachers are assigned to particular grades to focus instruction with mandated students and is encouraged to push in to the classroom in order to maximize time and direct student support. The ESL teacher and classroom teacher consult to determine the best mode of grouping students based on proficiency levels and/or topic of instruction. Based on the numbers of students required to receive mandated ESL services, the ESL teachers might have to split up a grade to work with a specific class in order to fulfill the CR Part 154 Requirements . We do not have stand alone models.

- b. TBE program. *If applicable.*

Paste response to questions here:

- c. DL program. *If applicable.*

Paste response to questions here:

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)?

Accordingly ENL, ELA, and HLA instructional minutes are counted as fifty minute periods a day. We follow all federal and state mandates as per CR Part 154.

Explicit ENL delivered in each program:

The free standing program has licensed ESL teachers as the classroom teachers. We integrate the balanced literacy program and we use Investigations for math. We feel it is important for the children to develop their oral language through accountable talk. The children are read to often and teachers use strategies from shared reading to work in small group settings. In addition we will assess the child to see if the child would qualify for programs such as Foundations, Wilson, Imagine Learning (computer based program), Great Leaps, or Making Meaning.

Explicit ELA delivered in each program

We integrate the balanced literacy program. We feel it is important for the children to develop their oral language through accountable talk. The children are read to often and teachers use strategies from shared reading to work in small group settings. We also follow Teacher's College reading and writing units of study. We have reading and writing workshop as well as time for children to read independently from leveled book bins. Also we provide the students individual and small group instruction with the literacy teachers and licensed ESL content teachers, i.e., Reading Recovery. In addition we will assess the child to see if the child would qualify for programs such as Foundations, Wilson, Imagine Learning (computer based program), Great Leaps, or Making Meaning.

Explicit NLA delivered in each program

In our school, we provided ESL free standing classes therefore NLA is not provided for our students.

Also to assure the mandated number of instructional minutes are provided according to proficiency levels:

The implication for the school's instruction includes making sure we are servicing the children as mandated by CR Part 154. We identify which children are entitled to services and weekly schedules are posted on the classrooms doors to indicate the ESL periods. Every teacher receives training and a copy of the ATS generated report. All beginning and intermediate proficiency leveled students receive 360 minutes per week of mandated ESL instruction. Advanced students receive 180 minutes per week.

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.

The goals throughout our school-based planning and program implementation have been to prepare all our students to be responsible and productive participants in the community. Our focus has been on developing communication skills and critical thinking skills in all content areas especially for our second language learners. Also we will continue to collect interim data and analyze the periodic assessments to support the children's learning and our teaching practices. We will also deepen our work with the Common Core Standards to align with our curriculum especially for our ELL students focusing on the Language standards.

The classrooms throughout the school are print and language rich environments in which children work cooperatively and are provided with experiences through which they learn to question, think, and take risks. The children are encouraged and given opportunities to evaluate their own learning using student rubrics. High standards and expectations are clear to all and there are constant discussions about children's responsibility to do their best.

P.S. 1 services the English Language Learners through self contained free standing classrooms. All classes are heterogeneously grouped. We have ESL licensed teachers and Bilingual licensed teachers as well as dual certified teachers. Teachers in these classrooms are New York State ESL licensed instructors. In addition to supporting ELL instruction, licensed ESL/ Bilingual small group teachers push-in whole class instruction and pull out small group instruction. In grade 1 through grade 5, there is an average of 5-10 ELL students in at least two classes per grade who are identified as intermediate or advance. There are 7 children identified as beginners in grades 3, 4, & 5. We use Native Language when deemed necessary and instruction is delivered by licensed ESL and Bilingual teachers.

At-risk grade 1 English Language Learners are eligible for the Reading Recovery Program. This is an early intervention program that targets children in grade one who might be at-risk for reading failure. The reading recovery teacher works daily one-on-one with children selected for this program. This teacher is a bilingual licensed teacher. In Kindergarten, the ESL licensed teachers are team teaching with another teacher on the grade to support the ELL learners. In addition the grades K, 1, 2 and 3 ELL students and at-risk students will be serviced in a small group setting by additional reading specialist teachers who are ELL licensed. These teachers will be expected to push in with students in the classroom. They will focus on specific reading, writing, speaking, and listening strategies similar to the balanced literacy program. These teachers will work alongside the classroom teachers to plan for each of their ELL students. Working portfolios and attendance will be used to track assessments and progress of each student in addition to results from NYSESLAT, NYSITELL, New York State ELA, MOSL and Math scores in grades 3,4, &5 and the Acuity Interim Assessments. In grade 4 and 5, the ELL students will be placed with an ELL/Bilingual licensed teacher for full day instruction. The teachers will work with these students in small groups and individually. Additional sessions in small groups will service these children.

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

100% of our classes are freestanding ESL program thus we do not evaluate the students in their native languages. We do not offer TBE/DL program

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

For each modality, we will look at the classroom schedules and teachers' long and short term plans (included identifying the questions teachers will use) to identify how many true opportunities are provided for the children. In listening, teachers read aloud stories and complex texts to students which allow for accountable talk and conversations in partnerships, small groups and whole class discussions. Teachers use informal assessments in term of taking notes to assess students' comprehension. In speaking, teachers provide opportunities for students to ask and answer questions and to engage in conversations with partners, small groups and whole class. In reading, teachers performed formal assessments such as TC reading assessments 3 times a year to evaluate their reading levels and comprehension. Teachers also do informal assessments using running records and conference notes. In writing, students are assessed before every new unit of study with a pre and post on demand assessment. Teachers use rubrics to determine students' levels of performance and provide opportunities for growth in writing. In addition, there are 2 formal Performance Tasks that are required of students in ELA. These strategies are used over and over again during the course of the day. If there is a lack of opportunities occurring in a particular modal as a staff, we discuss possible changes and/or additions to programs such as additional personnel or planning smarter for the day. In addition, this data is shared with the staff as they begin to formulate their target groups for their Inquiry Teams.

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

Planning for ELLs to differentiate instruction for ELL subgroups:

a. If we had SIFE Students – we will provide the students small group instruction with the literacy teachers and licensed ESL content teachers. In addition we will assess the child to see if the child would qualify for programs such as Foundations, Wilson or Great Leaps. We will continue to use software programs such as Imagine Learning to support the children's literacy progress.

b. ELLs in US schools less than three years (newcomers).

These students tend to be tracked every year. We placed these students in free standing ESL classes with ESL licensed teachers for full day instruction. We use additional assessments such as TCWRP assessments and reading records to monitor progress. If no progress is made, we search out alternative resources including special needs materials and strategies to support the child. In addition we will assess the child to see if the child would qualify for programs such as Foundations for phonemic awareness with the younger children or new comers, and Wilson for decoding and phonemic awareness with the older children or new comers in the upper grades including Imagine Learning (computer based program).

c. ELLs receiving service 4 to 6 years

These students tend to be tracked every year. We placed these students in free standing ESL classes with ESL licensed teachers for full day instruction. We use additional assessments such as TCWRP assessments, NYSESLAT, reading records and performance assessments to monitor progress. We also make sure they receive extra services from our Title III programs and extended day services with small group interventions from reading specialists. If no progress is made we search out alternative resources including special needs. In addition we will assess the child to see if the child would qualify for programs such as Foundations for phonemic awareness and Wilson for decoding and phonemic awareness with the older children or new comers in the upper grades. Furthermore we use a computer program called Imagine Learning to support and monitor the child's progress.

d. Long- term ELLs (in NYC six or more years)

These students are often limited because they will only be six years if they actually started their school with us from Pre-Kindergarten. Pending on the mandates they need to receive at this point, we hope the time has lessened. In these cases the child can be pulled out in small group or one on one settings with the literacy teachers. This one-on-one service is very intensive modeled after the reading recovery program. If not, we placed these children in free standing ESL classes with ESL licensed teachers for full day instruction. We use additional assessments such as TCWRP assessments, Interim assessments, NYSESLAT, and reading records, and performance assessments to monitor progress. If no progress is made, we search out alternative resources including special needs. In addition we will assess the child to see if the child would qualify for programs such as Foundations and Wilson for decoding and phonemic awareness with the older children or Great Leaps to build fluency. Furthermore we use a computer program called Imagine Learning to support and monitor the child's progress.

e. Former ELLs (years 1 and 2 after testing proficient)

These students will be monitored consistently throughout the year using assessments such as TCWRP assessments, performance assessments and reading records to monitor progress. If needed, small group instruction will be provided by the classroom teacher, and/or other assistants, such as an America Reads tutor. These students may also qualify for additional assistance by using programs such as Foundations, Wilson or Great Leaps to assist with their learning.

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.

Administrator will consult with the classroom teacher or ESL teacher or other qualified staff member and the parents to determine whether or not the student's academic progress has or has not been adversely affected by the re-identification. Additional support services would be considered should it be deemed necessary.

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?

Teachers of ELL-SWDs use the reading and writing workshop model from Teacher's College to provide access to academic content areas and to accelerate English language development. During the units of study, students integrate the strategies learned into their work and utilizes materials such as the class word wall, individual word list, complex texts, various paper choices, leveled books as well as work in appropriate literacy centers. The development of teaching materials is also differentiated so that all students within a classroom can learn effectively, regardless of differences in ability. The students also work with Foundations for decoding and phonemic awareness. Teachers create UDL to differentiated instruction so that they can provide students with various methods to meet the needs of the students. UDL or Universal Design by Learning is utilized to provide accessibility to the reading and writing curriculum, focusing on helping students reach Common Core Learning Standards.

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?

We use assessments such as TCWRP assessments Interim assessments, NYSESLAT, performance tasks, on demand reading and writing tasks and reading records to monitor progress. We will follow the mandates on IEPs. We provide blocked programs within the class for the needs of ELLs-SWDs. Also we provide the students small group instruction with the literacy teachers and licensed ESL content teachers. There is content learning instruction in science, social studies, music, and art. The speech therapist does a push in program for those students in need. The older students work as mentors to the younger students to provide peer tutoring for example in our Penny Harvest and Young People's Chorus groups. We also have paraprofessionals that assist the ELL-SWDs in all content areas for example we trained two paras in Reading Rescue. In addition, we have Title III enrichment programs such as the Family Literacy Theater and Heathy Me programs, i.e, sports and the Runner's Club. In addition we will assess the child to see if the child would qualify for programs such as Foundations, Wilson, Imagine Learning (computer based program) or Great Leaps.

Chart

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	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

Chart

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 <i>per week</i> (540 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/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 <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.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/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

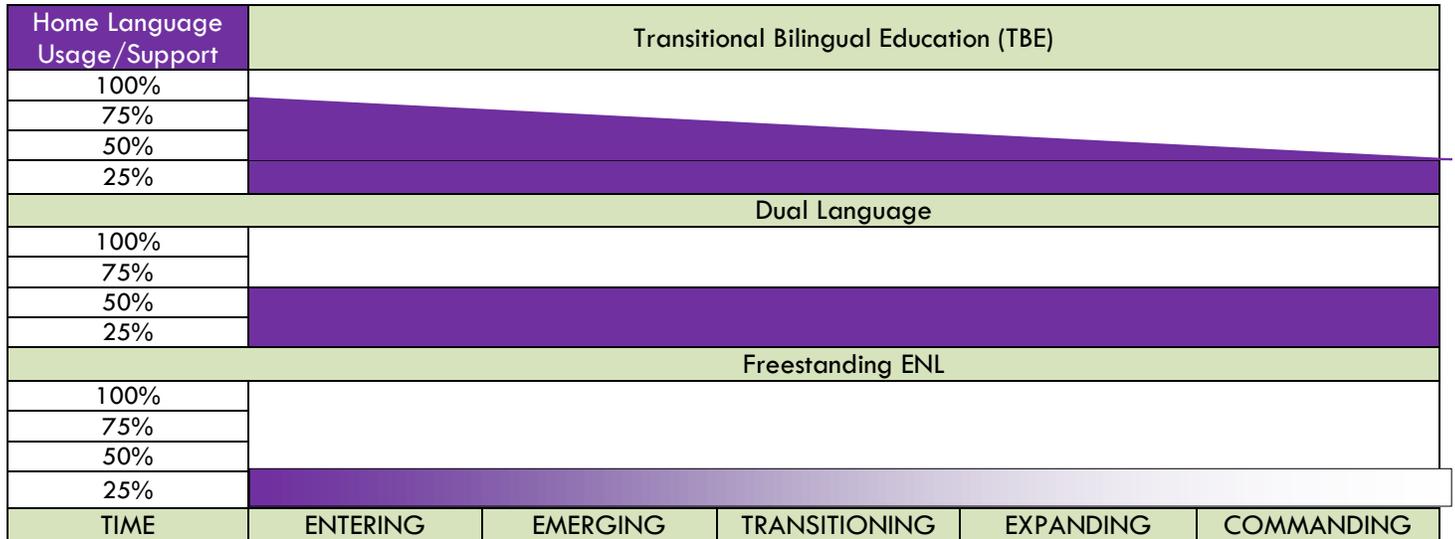


*Note “other approved services” does not apply to New York City at this time.

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. Currently all our ranges of intervention services are offered in English. Our targeted intervention programs for ELLs in ELA include Foundations and Wilson, guided reading with TCPRO reading records, and the software program Imagine Learning. Also the reading recovery teacher services the native language in Chinese and our bilingual music teacher provide services in Spanish. In addition, we have one intervention teacher who works under the supervision of the bilingual licensed AP who services small groups (beginning and intermediate) in ELA and Math. Our Science coach and science teacher service the third and fifth grade beginning and intermediate students at least three times a week.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
To support the content areas, the ELL students will have full access to the books within our classroom libraries. In addition there are ESL certified teacher in charge to facilitate all staff development sessions with an Aussie (GEN Ready) staff developer who has multiple experiences working with ELL populations. The teams of teachers will organize the classes according to the levels identified by the NYSESLAT scores and the data from our Language Allocation Policy (LAP) reports. We will incorporate teaching strategies used within our balanced literacy program (i.e., read aloud, shared reading, and guided reading and writing). This year we have align the curriculum maps to common core standards with the support of the Aussie staff developer to meet the needs of all of our ELLs in content and language development. In addition we will be utilizing a performance task for reading, writing and math as aligned to the DOE requirements.
12. What new programs or improvements will be considered for the upcoming school year?
We are considering additional programs on Saturdays for our ELLs such as conversational art programs which we are piloting in the summer for 5 sessions for one hour with our beginners and intermedicate ELL students. Another opportunity will engage the ELL children in a non-fiction content study, specifically focusing on learning to build their knowledge about nutrition and healthy living. This opportunity will allow the children to be exposed to specific language about good foods and bad foods. For part of the time, in the last 20 minutes of each session, the children will engage in activities to learn how foods are broken down by the body to create energy and support the development of different muscles. The children will be learning about the human body and how it work. They will be able to verbally identify body parts and how different activities uses different parts of the body and muscles. The children will engage in team and individual sports. In this program we will invite former ELL students to attend. This program will be scheduled for one and one half to two hours after school, once per week for ten weeks. In addition, most of the classrooms are equipped with a smartboard and Ipad. There are many interactive websites and apps that can assist the ELL students in all academic areas.
13. What programs/services for ELLs will be discontinued and why?
We will keep all programs as funding permits. Funding is a major determinate of which progams are available to our ELLs. However we are very aware to include the ELL population in our school when we have dance, music, and sports programs. Our soccer, basketball, and chorus are all funded from outside sources.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
We ensured that our ELL population are provided equal access to programs and services. Our ELL children are given the same or at times additional opportunities for after school and supplement services. They are included in all school activities and programs with The National Dance Institute, American Ballroom Dance Institute, Young People's Chorus, Penny Harvest, Lego Robotics, Cookshop, Grade 3 National Dance Institute, Grade 4 NY Historical Society, Grade 2 Swim Program, Grade 2 Architecture Program , Spoons Across America Grade 5 Dinner Party, APEX Saturday Reading Empowers program and Asia Society. There are other resources that our ELL students participate in including: Everybody Wins, America Reads and America Counts with Pace University and New York University, Asian American Council, APEX for Youths, Brooklyn and Manhattan International High Schools Interns, American Ballroom Theater, and American Ballet Theatre.

In Grade 4 and 5 for our Saturday ELA program, we understand an ELL at a beginner's level will find test prep challenging and overwhelming. So a group of two or three children in Grade 4 on the same level (assessment) will then work with two tutors who speak their native language. The tutors are exposing the children to conversational English and giving them strategies to natavigate the school and their new community. This year, a program called Reading Empowers are servicing 90 students from grades 1 & 2 this number of attendees had tripled since beginning last year. They meet twice a month for two hours on a Saturday. The children are in small groups of 5-6. The volunteers are trained by classroom teachers to read and have convesations with the children.

Also we are continuing out partnership with the NYC Food Bank. All students in grades Pre-K to 1 are participating in a nutrition/cooking program called Cookshop. The purpose of Cookshop is to promote a lifelong, healthy lifestyle. The program starts with educating children about healthy eating habits and how to prepare healthy foods. The students, in turn, will encourage their parents to buy healthier foods and to develop nutritious eating habits. Next, they hope to change the surrounding community in providing nutritious food to the neighborhood. Therefore, once a week, students are taught about developing a healthier

lifestyle. Another program that we have this year is the Swim program for the 2nd graders. Once a week, during the school day in the afternoon, 2nd grade students are participating in swim lessons by qualified instructors at the local YMCA. In addition, for Grade 3 they work with the National Dance Institute and the science teacher to upkeep our school garden and learn about composing.

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.

We made purchases from many companies as well as from National Geographic to support our ELL students in non-fiction studies and trade books. We used several series of publishers including Benchmark, Wright, Mondo, and Steckvaughn to purchase emergent list books as well as leveled libraries for independent reading and classroom libraries. We use tools such as computers, books on tape, and the document reader to provide visuals and listening supports. We want our ELL children to engage in multiple opportunities to develop oral language, therefore they need opportunities to listen to the English language and use it in context. So we have purchased singing machines and tape recorders for the children to use at home. In addition, we invest in intervention programs such as Foundations, Wilson, Great Leaps, Imagine Learning (computer based program) or Making Meaning. Also we have the Navigator for mathematical intervention.

We also provided all classrooms with ELL children with smartboards also to be used with internet search engines like google earth and interactive websites. We have elmos projectors in which students can view print materials. Most of the teachers are also using IPAD2 in the classroom to support their ELL students. We are continually training our staff to be aware how the ELL students are visual learners. We work hard to differentiate materials such as books and activities to support all learners including the ELLs.

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

Native Language is used only when necessary in our free standing ESL classes. In most cases, teachers use native language with the beginners and intermediate learners. We also purchased a variety of bilingual dictionaries/pictionaries so that all classrooms have these resources for their ELLs to use. Alternative language paraprofessionals are assigned for SE ESL students who require that support as noted in their IEPs.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

Yes, our required services support, and resources correspond to ELLs ages and grades levels. (See response to question 6.)

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).

To assist newly enrolled ELL students before beginning the school year, we meet with parents to survey the educational history of their child. We assess the child quickly using the Teacher's College Reading Records. In late June, we identify incoming students and parents for September. We schedule each child with the parent for a 45 minute interview. The children will go with ESL licensed teachers for a TCWRP assessment of Concept about Print and Letter/Sound Identification. In turn our parent coordinator will meet to interview each parents to provide background information for their child that includes school history, family make up, and information about their child's learning habits. We provide simple books on tape and videos to begin exposing the child to language. Our parent coordinator also provides a list of community activities the child and family can be involved with.

For the past few summers, if the child qualifies in grades 2-5 for the Title III summer program, we enroll the child for six weeks. The programs exposes the child to content specific studies with an ESL or Bilingual licensed teacher and ESL student teacher in a class or no more than 20. The program focus on building oral language.

19. What language electives are offered to ELLs?

We are an elementary school, language electives do not apply to our school.

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)?

N/A

B. Professional Development and Support for School Staff

- Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
 1/2) Staff development for teachers includes a support group for new teachers as well as New Teacher Training in August. Also the teachers will have the opportunity to work with staff developers from Teacher's College and attend Saturday Reunions as well as calendar day workshops. In addition, Teacher's College offered a series of ELL focused workshops for teachers with self contained and small group classes. ESL issues will also be addressed during faculty conferences, staff development days, and monthly grade meetings. In addition we will train teachers to implement literacy intervention programs such as Foundations, Wilson, Great Leaps, Imagine Learning (computer based program) or Making Meaning.

Staff developers, Jennifer De Sutter, Grace Chough, Kaye Lawson, Fay Pallen (ELL Network Specialist) and our Assistant Principal, Silvana Ng will be working with teachers in groups and individually to model best ELL literacy practices. Our Science Coach, Jack Ruolo will continue to work with new teachers and mentor teachers on each grade to address issues dealing with developing an understanding of Science content knowledge and ESL strategies. Our math coach, Ellen Crum provides math staff development to our teacher teams.

- 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?
 Our September staff development days included strategies for assessing all children including through conferencing and observations as well as aligning Common Core Learning Standards to our curriculum. In addition teachers on the grade and across grade spent time analyzing assessments and planning for instruction. We will continue this year to focus on developing our leveled libraries to make sure every child had a text to engage in during independent reading. We asked the children, what they were reading and how do they know the books were just right for them. We will continue to look at the components of the Language Allocation Policy. We will continue to work with Gianghi Luong, our ELL Intervention teacher to attend and turn key information from cohort meetings and workshops. Also aligning to these workshops, two teachers (grade 3 and ELL intervention teacher) will be attending monthly ELL workshops with Maryann Cuchiara and Fay Pallen and with other ELL teachers to share effective strategies and to support academic language in classrooms. This is our fifth year participating in this program. In addition we will have Kaye Lawson, an AUSSIE staff developer work with ELL teachers to implement strategies to support the children in the classroom. She will plan with data and focus on an inquiry group based on the data.

Previously through District 2's professional development opportunities, teachers were able to develop a collegial and collaborative relationship. They shared their plans and created multiple opportunities for their children to work and learn together in their classrooms. We are part of the Integrated Curriculum and Instruction Learning Support Organization so that we can continue to be committed to professional development. We believe in many models of good instruction so we are carving out opportunities for our teachers to grow as learners within the school. Presently we have mentors who work with teachers, who have taught less than three years.

Mentor – Teacher (Experienced) mentors New Teachers:

- Christine Wong Lower 12:1:1 gr K, 1 & 2 mentors new teachers *Grace Ferrara Upper 12:1:1 gr 3,4, & 5.
- Maria Willis mentors Linda Gao- 2nd grade ICT
- Arleen Chiu mentors Kara Adamik - Kindergarten ICT
- Harriet Savitz mentors Matthew Sutherland Physical Education Teacher
- Amy Carpenter mentors Lindsey O'Connell -3 rd grade ICT
- *Helen Yu mentors *Liza Weinstein - 4 th grade

Also we have two teachers involved with the New Teacher Training Program.

*ESL/ BIL State Licensed Teachers. We have _ NYS licensed ESL teachers and _Bilingual Certified Teachers.

** Teacher licenses are filed in the main office with the personnel/payroll secretary

Tentative Staff Development Calendar

Month	Topic	Audience
September-October	Using on demand tasks for assessment and score tasks according to narrative rubric. Differentiation of Instruction/Strategies for Assessing ELLs (Identify target groups for inquiry team study); Share understanding of the Common Core Standards in ELA; Identify the performance Tasks - four all together 2 in MATH and 2 in ELA, plot along time line Planning for family engagement - focus on math workshop identify vertical strand to	All Staff

showcase

November	Planning for Instruction for ELLs/ Aligning Curriculum to the Common Core Language Standards. Looking at multi levels of non fiction books and materials to begin discussions around non-fiction study	Grade Teachers
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December	Language Allocation Policy	-revisit	All Staff
January – February	Looking at student data to document progress and growth as a reader. Identifying content areas for integrated study Preparing for ELA& Math State Exams		

March- April	Preparing for the NYSESLAT/ ELA and Math Goal setting - using data to create individual student goal	All Staff
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May –June	End of the year planning; looking at reading and writing calendars for the follow year; Share Inquiry Team Projects Identify and send permission slips for grade 2-5 students for ELL Success Program during summer	All Staff
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3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school? The supports we provide staff to assist ELLs as they transition from elementary school to middle school are extra sessions with the guidance counselor to talk to the students about the change. We also provide extra support from the Charles B. Wang Clinic to discuss bodily changes which can be socially and emotionally challenging. In addition, we provide the children with a day of inner resilience activities workshops are facilitated by trained teachers. Furthermore we plan a career day with the children in grades 4 and 5 to prepare them with personal small group interactions with professionals.

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.

All our staff including the ELL and Bilingual teachers are involved in multiple professional development opportunities that are ongoing and sustained through out the school year. We have worked with Teacher's College literacy curriculum for the past 18 years. Each year, we work with Teacher's College (Reading and Writing Project) for 20 days (10 days for K-2 and 10 days for grades 3-5 teachers) which involves the staff developers modeling and coaching instructional practices, analyzing students work together (using pre- and post assessments and planning next steps based on the data and students' needs. Furthermore the teacher teams plan the lesson with the staff developer and implement the lesson in each other classrooms. We have 15 days for Math Workshops with Ellen McCrum from Metamorphosis, she follows the Japanese lesson planning model where the teachers work collaboratively to plan the lesson, implement the lesson and replan the lesson to make the lesson even more effective based on students' work. Our ELL teachers are also attending a series of one day ELL workshops offered by the Department of Education and Borough Field Office.

For this first cycle of Monday PDs of six weeks for Bilingual Special Education teachers lead by the Division of Teaching and Learning from the Borough Field Office, six PS 1 teachers including 2 ELL teachers, are part of this professional learning community in which inquiry is utilized to strenghten teachers' knowledge about how to effectively integrate assessment into instruction. The goal is to develop knowledge of students through examination of Common Core Learning Standards aligned assessments practice. This professional development cycle is lead by instrctors from the Bilingual Also we have two teachers, 1 Bilingual and 1ESL engaged in the Kellog Grant which means the two teachers attend a full day session every 6-8 weeks to observe best ELL practices in ESL, Bilingual or Dual Language classrooms in grades K-3. The teachers observe the lessons with a copy of the lesson/unit plans aligned to CCLS and all related materials including read aloud titles and student work rubrics. Then the group of 25 ELL teachers from 6 different schools with the population of at least 50% second language learners together debrief and plan how to incorporate ELL strategies into their own practices and classroom. Before the teachers leave each session they reflect and think about one thing they would try to implement immediately. For the beginning of next session, the group begins with a discussion and share about what they tried in terms of teaching and learning.

The team of ESL teachers including the 3 bilingual teachers and 6 ESL teachers works collaboratively to offer professional development around ELL practices during a cycle of 4-5 sessions on Monday PD for 80 minute blocks. They are the facilitators to turn key the information to the rest of the staff. In additional we also use the two Chancellor's Professional Development days to provide opportunities for vertical planning and to include issues and challenges we are facing in support the ELL learners in meeting Common Core Learning Standards. We also spend time analyzing the NYSITELL and NYSESLAT data. Furthermore we gather

data from informal and formal observations, pre- and post- assessments from performance tasks, reading records, and interim assessments to plan for effective teaching strategies for all our ELL learners.

In addition to the above mentioned professional development opportunities for ELL teachers we are also working with Visual Thinking Strategies for our second year to look at impact on ELL students as participants in discussion or acquisition of vocabulary in grades 4 and 5. We are training three additional teachers this year one of which is an ELL licensed teacher.

In terms of documentation and how records are maintained, the teachers working with VTS Strategies and the Kellogg Grant produce a unit plan and are asked to complete individual inquiry projects. For example last year one of our ELL teachers in grade 4, Helen Yu, presented a webinar in August with VTS about her inquiry ELL small group work during the school year. Her inquiry project included artifacts, transcripts and videos. In June for the Chancellor's Professional Development Day, as a team, they present their inquiry to the school which includes a performance task, students' data, teacher's next steps, and reflections. A major focus and component of their presentation was the work progress with ELL students and ELL academic achievement. After their presentations all the powerpoints were submitted through Google Docs. We uploaded all the presentations for the school to share as well as our network and cluster teams. In addition agendas and attendance sign in sheets along with hand-outs for workshops are used for documenting year-long professional development meetings which our teachers participate in.

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?

Oral translation services are provided by in-house staff (teachers, counselors, school psychologists, parent coordinators, community volunteers, school aides). Staff members are fluent in the different Chinese dialects that represent our parent population (Cantonese, Mandarin, Toishanese, and Fujianese). We also have staff members who are fluent in Spanish who are called upon when translation is needed. Oral translations are provided for all PTA and school meetings including School Leadership Team meetings.

The school works with parents to ensure that convenient appointments are made so that accurate translation is always available for conferences with teachers and support service teachers. During parent workshops and PTA meetings, parents are grouped with a translator so they receive the information and are able to participate by asking questions and giving opinions. Translators can be the parent coordinator, community coordinator, school aides, and volunteers from community based organizations, APEX for Youth, American Reads tutors and/or teachers. Often we include past graduates from PS 1 who are in high school or college with a command of the native language to support us with oral translations.

We also stagger the times of oral translations in other languages to ensure a translator will be present for students' progress reports. This requires planning on both the administrative as well as the teaching staff. Finally all documents sent out from PS 1 are translated in Chinese and Spanish.

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.

Records are kept in a central place by the parent coordinator for annual individual meetings with ELL parents. All forms and records are returned and submitted to Cindy Lau, our parent coordinator for filing. Teachers post appointment sign in sheets and provide parents with times to indicate one-on-one meetings. We also issued sign in sheets for teachers when they actually meet with parents in person and to use the sign in as verification attendance. At the end of each event the sign in sheets are collected and submitted to Cindy. We use this data to determine future programming, parent workshops and as documentation of at-risk/progress and academic conferences for students. We also ask teachers to document phone calls and face to face meetings on Tuesdays to verify their use of their family engagement time and further outreach to families. In addition, we use the ATS ILOG process for individual and extreme cases. Also we make additional attempts for certain children knowing their family situations by sending reminders, memos and making phone calls.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parent involvement and parent engagement are the main foci in our school. We have a great deal of outreach besides the necessary involvement which includes the School Leadership Team and other similar committees. Cindy Lau, our parent coordinator with the support of our Resource Coordinator from Community Learning School UFT, work together to develop a survey for our parents which we give out twice. The survey consisted of questions such as, "What kind of programs and services do you think would help your child/children have greater success in school?", "Do you have computer/internet access?", and "What kinds of adult programs would help you?" Some of the questions were also linked to low responses on the School Surveys from 2014-2015. Cindy would reach out to our community to locate speakers and workshops to identify and support the ELL parents' needs. For example, Cindy had called the local library, Chatham Square Library and found out that they provide computer literacy and basic sessions for ELL parents who want to learn how to navigate programs within the DOE, i.e., STARS reports or learn how to set up an email account. Cindy will look for, set up appointments for, and facilitate parents for workshops and information sessions.

We have a Family Room for parents to socialize and meet other parents. All parents including those of English Language Learners are provided with an orientation on State Standards assessments, school expectations and general program requirements early in the school year at PTA meetings and in grade specific parent orientation meetings. We work with the parent coordinator, literacy coaches and science coach to design and to implement series workshops to assist the parents of English Language Learners in understanding the school curriculum, particularly balanced literacy and TERC Investigations. It will be our third year as a Community Learning School. The idea behind the concept is to make our school into a community "hub" where children and their families have access to all types of programs and services including health, youth development activities, tutoring, counseling programs, health education programs and social services. We hope to build a family centered wing in our building which will include a family room, an office space for the resource coordinator and social worker, and a conference room for workshops and activities just for parents and teachers.

During the first two weeks in September, we schedule parent orientations for each grade so that teachers have the opportunity to meet in their classrooms with their parents to identify needs and expectations. Translators are provided and curriculum calendars and materials are translated. Tentative workshops are planned and scheduled during the meetings in October and November, and then again in March and April during both periods of the parent teacher conferences. There will be two annual meetings with parents during parent teacher conference week to discuss and share information regarding the ELL/ bilingual programs.

In addition, we will continue to provide instruction once a week for two hours from October through May for selected English Language Learners in grades kindergarten through five focusing on a content area of study i.e., ballroom dancing, science, and sports. We have encouraged parents to volunteer and attend these extended school day sessions. We also have family activities to encourage involvement. In addition with the Common Core Learning Standards in full implementation we have designed a schedule where parent workshops are offered every six weeks. Most of the workshops are in school however several are located outside of school including Teacher's College at Columbia University and UFT parent conferences at their headquarters.

Furthermore, one of the main roles of our parent coordinator, Cindy is to organize school wide parent groups to attend city wide workshops relating to ELL issues. She is readily available to support parents with any issues dealing with ELL services and mandates by phone or meeting during her office hours. She is located in the main office which is central for our ELL parents especially. We have sent translators with Cindy and our parents to the Teacher's College Parents Workshops for the past three years in October and November. The workshops are focused on assisting parents with building literacy strategies for their children. We always include a component from every grant for parental involvement. The past few years we noticed the increase number of grandparents caring for the young children. We hope to continue to work the DOE Department of Aging to successfully have a monthly support group for grandparents.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? English Language Learners are included in all school activities and programs with The National Dance Institute, American Ballroom Dance Institute, American Ballet Theatre, Young People's Chorus, Children's Museum, Penny Harvest, Lego Robotics, Cookshop, Swim Program, Architecture Foundation, Soaringwords, and Asia Society. These programs and CBO partnerships provide additional opportunities for our children to perform and develop their visual art skills. There are many other resources including: Everybody Wins, America Reads and America Counts with Pace University and New York University, Asian American Council, Asian Professional Extension Programs, Brooklyn and Manhattan International High Schools Interns, America Reads, American Ballroom Theater, America Corp, New York Downtown Hospital, New York University Dental Program, Chinatown YMCA, Charles B. Wang Health Clinic. Several if not all agencies will provide support which includes workshops and services for our parents including the ELL parents. Many of these organizations do presentations during our PTA meetings.

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

We evaluate the needs of the parents by providing a needs assessment survey in November and in March with a follow up during School Leadership Team meeting and PTA meetings. We also gather data from our annual School Surveys to identify other areas of needs. In most cases, we identify our success through return rates for programming, attendance at workshops, and parents' satisfaction.

Oral translation services are provided by in-house staff (teachers, counselors, school psychologists, parent coordinators, community volunteers, school aides). Staff members are fluent in the different Chinese dialects that represent our parent population (Cantonese, Mandarin, Toishanese, and Fujianese). We also have staff members who are fluent in Spanish who are called upon when translation is needed. Oral translations are provided for all PTA and school meetings including School Leadership Team meetings.

For example grade parent orientations are scheduled in June for the second and third week in September. Cindy Lau, our parent coordinator notifies the parents with a tentative September calendar in June. Invitations are translated in the summer for the parents, and teachers follow up with telephone conversations with parents who failed to return a response in September. The teachers rescheduled appointments before and after school. In addition, all families of ELL are invited to view "The Parent Connection," the orientation video for parents of newly enrolled English language learners; to discuss their concerns; and to ask questions about available programs. Our parent coordinator, Cindy Lau spends additional time to account for every family by providing second notices and then calling families on the phone. This is so to ensure we communicate information about the school's academic programs and students' participation. This past September a couple of grade teams presented their orientation materials separately twice, one in English only and other in Chinese only. Also we have most of the memos, agendas, DOE policies and curriculum translated from previous years. Often we have to revise dates and times, which saves us some time. We also work closely with our neighboring schools to share translated materials so to meet deadlines and to ensure information is provided to parents in a timely fashion.

The school works with parents to ensure that convenient appointments are made so that accurate translation is always available for conferences with teachers and support service teachers. During parent workshops and PTA meetings, parents are grouped with a translator so they receive the information and are able to participate by asking questions and giving opinions. We are also providing separate locations and simultaneous language workshops, one done in English only and one done in Chinese only. Translators can be the parent coordinator, resource coordinator, school aides, and volunteers from community based organizations, APEX for Youth, America Reads tutors, teachers, and /or high school interns . Often we include past graduates from PS 1 who are in high school or college with a great command of the native language to support us with oral translations.

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

Our parent involvement activities address the needs of our parents. The activities are planned and facilitated around their interest and requests. We use data from the annual school survey as well as our own school surveys to address specific issues and concerns.

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.

Paste response here:

School Name: Alfred E. Smith Elementary

School DBN: 02M001

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)
Amy Hom	Principal		10/30/15
Silvana Ng	Assistant Principal		10/30/15
Cindy Lau	Parent Coordinator		10/30/15
Gianghi Luong	ENL/Bilingual Teacher		10/30/15
Winnie Lee	Parent		10/30/15
Donna Yung Chan	Teacher/Subject Area		10/30/15
Helen Yu	Teacher/Subject Area		10/30/15
Jack Ruolo	Coach		10/30/15
Angela Chi	Coach		10/30/15
Edwin Marrero	School Counselor		10/30/15
Bonnie Laboy	Superintendent		10/30/15
Yuet Chu	Borough Field Support Center Staff Member _____		10/30/15
	Other _____		10/30/15
	Other _____		10/30/15
	Other _____		10/30/15

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **02M001** School Name: **P.S. 1/ Alfred E. Smith Elementary**
Superintendent: **Bonnie Laboy**

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.

P.S. 1 uses the Home Language Survey to gain information as to which language is most often used at home. The home language surveys will be signed off by a licensed pedagogy. In the beginning of the school year, the parent coordinator and the community coordinator will work together to provide the parent community with a needs assessment survey. The survey also asks parents in what language they would like to receive school information. Based on the surveys, we provide services for the parents from curriculum workshops to ESL classes. We received at least 155 survey returns, from the returns 137 request Chinese translations. From this data, we then strategically provide same workshops simultaneously in specific languages.

In addition according to our 2014 NYC School Survey Report, 80% of our parents indicated that paper translated materials were the best way to get information home about the children and school. We had workshops with parents to discuss how STAR reports will assist them in following their child's progress in school on the internet. We plan to have additional workshops to support our parents in registering for NYC School Accounts in September and October. We hope to increase the parents' use on other forms of communications to include email. Additional language data is also reviewed from ATS. Approximately 355 families speak Chinese (majority speak Mandarin and the remaining speak Cantonese and an unknown Chinese dialect). We also have 18 families speaking Spanish and the remaining families speak English.

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.

According to our 2014 NYC School Survey Report, 80% of our parents indicated that paper translated materials were the best way to get information home about the children and school. We plan to have additional workshops to support our parents in registering for NYC School Accounts in September and October. We hope to increase the parents' use on other forms of communications to include email. Additional language data is also reviewed from ATS. Approximately 355 families speak Chinese (majority speak Mandarin and the remaining speak Cantonese and an unknown Chinese dialect). We also have 18 families speaking Spanish and the remaining families speak English. Furthermore we currently have 1 family that needs American Sign Language.

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.)

Every year we disseminate written translation for:

- School Policies including safety protocols, attendance and lateness, discipline code of behavior, and school expectations (these policies change and are revised according to Chancellor's Regulations. - September but as needed
- Classroom monthly newsletters in grades PreK-Grade 1 - September -June
- Letters from Teachers to welcome and end year - Parent Orientation - September -June
- Principal's Bi-Monthly curriculum letters, tri annual letters and reminders - September, November, January, March, May & June
- Permission slips including legal contracts for trips and media coverages - September - June for all grades and as needed
- Monthly Parent Calendars - September -June
- Bi-yearly Community Learning School updates - Fall/Spring
- Translations of monthly SLT minutes/agendas - September -June
- Graduation grades/ programs and events for Preks, K and Grade 5 - May & June
- IEP goals and behavioral letter and anecdotal - September -June and as needed
- Event Calendars and year round calendars - September - June
- Open House for Grade Prek &K - December &January
- Parent Workshops -October -May
- Parent Teacher Conferences and Engagement Evenings - October, November, March & May
- PTA monthly meetings - September -June
- Permission slips for programming - September -April
- Grade /Classroom Celebrations and invitations - October -June

The teachers will provide a written copy of the English version and the translators will use before or after school time to interpret the materials. The translated materials are provided to every family so that they are well informed of school and classroom events and policies. In addition we strategically placed three bulletin boards that display the same translated information, one outside the main office, second one outside the PTA family room, and third outside the lunchroom where families drop off and pick up

students. Additional handouts are shared during school leadership team and general PTA meetings. The community knows extra hard copies of all materials are located in the main office.

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.

Our formal face to face meetings include 2- parent teachers conferences (November and March) and 2- Family Engagement Nights (October and May). We also have parent orientations in September, ELL Parent Workshops in September October and November, and Middle School Choice Workshops for Grade 5 & are open to Grade 4 Parents. Also evening celebrations from Grade 5 Ballroom Dance Competitions and Family Dinner Party, Grade 3 National Dance Institute, and events with Young People's Chorus in grades 2-5.

We also use the family engagement time every Tuesday to reach out informally to parents and guardians to follow up with curriculum and children's progress supports. Overall conversations with parents are ongoing. Parents expect to be able to speak with classroom teachers before and after school. Issues with attendance teachers and guidance counselors reaching out to parents are continuous and frequent pending need basis.

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.

Oral translation services are provided by in-house staff (teachers, counselors, school psychologists, parent coordinators, community volunteers, school aides). Staff members are fluent in the different Chinese dialects that represent our parent population (Cantonese, Mandarin, Toishanese, and Fujianese). We also have staff members who are fluent in Spanish who are called upon when translation is needed. Oral translations are provided for all PTA and school meetings including School Leadership Team meetings.

For example grade parent orientations were scheduled in June for the second and third week in September. Parents were notified with a tentative September calendar in June. Invitations were translated in the summer for the parents, and teachers follow up with telephone conversations with parents who failed to return a response in September. The teachers rescheduled appointments before and after school. In addition, all families of ELL are invited to view "The Parent Connection," the orientation video for parents of newly enrolled English language learners; to discuss their concerns; and to ask questions about available programs. Our parent coordinator spends additional time to account for every family by providing second notices and then calling families on the phone. This is so to ensure we communicate information about the school's academic programs and students' participation. This past September a couple of grade teams presented their orientation materials separately twice, one in English only and other in Chinese only. Also we have most of the memos, agendas, DOE policies and curriculum translated from previous years. Often we have to revise dates and times, which saves us

some time. We also work closely with our neighboring schools to share translated materials so to meet dealines and to ensure information is provided to parents in a timely fashion.

The school works with parents to ensure that convenient appointments are made so that accurate translation is always available for conferences with teachers and support service teachers. During parent workshops and PTA meetings, parents are grouped with a translator so they receive the information and are able to participate by asking questions and giving opinions. Translators can be the parent coordinator, resource coordinator, school aides, and volunteers from community based organizations, APEX for Youth, America Reads tutors, teachers, and /or high school interns . Often we include past graduates from PS 1 who are in high school or college with a great command of the native language to support us with oral translations.

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.

Oral translation services are provided by in-house staff (teachers, counselors, school psychologists, parent coordinators, community volunteers, school aides). Staff members are fluent in the different Chinese dialects that represent our parent population (Cantonese, Mandarin, Toishanese, and Fujianese). We also have staff members who are fluent in Spanish who are called upon when translation is needed. Oral translations are provided for all PTA and school meetings including School Leadership Team meetings.

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We also stagger the times of oral translations in other languages to ensure a translator will be present for students' progress reports. Thus requires planning on both the adminisitrative as well as the teaching staff.

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.)

We will provide brochures and cards for the staff during faculty meetings. We will also send reminders on email to staff. Also we will work together as a staff to determine what is best for our school. Currently, all translations in terms of oral or written goes to the Principal and she will assign to translators accordingly. All materials are reviewed and saved in an electronic files for each grade.

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

We have posted the Chancellor's Regulations, "Bill of Parental Rights and Responsibilities" in 9 languages on the PTA Family Room bulletin board, P.S. 1 community news bulletin boards, and places that are conspicuous and where there is a high volume of parent engagement (i.e, pick up and dismissal areas). Extra copies of regulations are available in the PTA room and school main office. Also our main office maintains appropriate and current updated records of primary language of each parent on ATS.

In the beginning of the year, we inform new and returning parents during PTA and Parent Orientation meetings that oral translations are available for all school home communication needs. For parent workshops and meetings, we ask parents to complete a tear off to identify language identify their preferred language in advance so we can have the translators readily available. We also notify the parents that the DOE may provide translation and interpretation services beyond those outlined in CRA-663. Additionally we notify the parents that when it comes to student progress and conduct, the interpreters they choose to bring must be 18 years old or older. Finally we note to the parents that DOE will have interpreter at Citywide meetings including Panel for Educational Policy Meetings, Citywide ELL parent meetings, Citywide/Community , and Education Council Meetings.

Included in our safety plan we provide parents in need of language access services procedures to ensure that they have full access to the schools administrative offices. Notices and evacuation materials are all translated into the needs languages. Sign in procedures are in place for parents as they enter the building with the security. The Parent Coordinator is readily available via by phone for oral interpretation (her phone number is posted on the bulletin board at the front door entrance) . Her office hours to address any concerns about the school's translation and interpretation services are also posted.

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)

As a Community Learning School in partnership with the UFT and APEX for Youth, we have requested and issued two parent surveys a year. This is in addition to the NYC School Survey. The surveys that come from PS 1 are related to workshops and parent engagement. We also receive input from our PTA Executive Board and School Leadership Team members. In addition after every parent workshop we ask the participants to complete a reflection sheet. In all cases we revise workshops, protocols and systems to provide better quality and availability of services to our parents.