



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):	07X001
School Name:	P.S. 001 COURTLANDT SCHOOL
Principal:	JORGE PERDOMO

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: PS1x The Courtlandt School School Number (DBN): 07X001
Grades Served: Pre-K – 5th Grade
School Address: 335 East 152nd Street, Bronx, NY, 10451
Phone Number: 718-292-9191 Fax: 718-292-2227
School Contact Person: Jorge Perdomo Email Address: jperdom@schools.nyc.gov
Principal: Jorge Perdomo
UFT Chapter Leader: Brenda Cartagena
Parents' Association President: Krystal Padilla
SLT Chairperson: Luisa Valentin
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Frances Torres
Student Representative(s):

District Information

District: 07 Superintendent: Yolanda Torres
Superintendent's Office Address: 501 Courtlandt Ave. Bronx, NY 10451
Superintendent's Email Address: Ytorres5@schools.nyc.gov
Phone Number: 718-742-6595 Fax: 718-742-6548

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
1230 Zerega Ave., Bronx, NY, 10462/One Fordham Plaza, Bronx, NY
Director's Office Address: 10458
Director's Email Address: jruiz2@schools.nyc.gov
Phone Number: 718-828-7776/718-741-8895 Fax: 718-828-6280

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)
Jorge Perdomo	*Principal or Designee	
Brenda Cartagena	*UFT Chapter Leader or Designee	
Krystal Padilla	*PA/PTA President or Designated Co-President	
Laura Aldea	DC 37 Representative (staff), if applicable	
Frances Torres	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Sunny Rosa	Member/ Parent	
Angela Martinez	Member/ Parent	
Sumaya Castillo	Member/ Parent	
Violeta Guevara	Member/ Parent	
Kiyon Barnes	Member/ Parent	
Cynthia Roldan	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Luisa Valentin	Member/ Teacher	
Brendalyn Lopez	Member/ Teacher	
Leoney Jarvis	Member/ Teacher	
Jena Ciuffreda	Member/ Teacher	
	Member/	
	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.

1. Contextual Information

At PS1x, our mission is to establish a healthy, happy, and peaceful school community where all students can learn and grow into leaders in a variety of academic, social and/or artistic areas. We are able to accomplish this through an engaging, student centered curriculum where students take an active role in the learning process.

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

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

At PS 1x, we align our instructional program to meet Common Core expectations in that we implement high level, rigorous units of study, in partnership with Teacher's College for reading and writing and Go Math for mathematics. Furthermore, we utilize content based programs, such as Hot Topics and Seeds of Science for inquiry based units of study in science and social studies. Through these implemented programs, our students undertake an inquiry, student centered approach to learning where they are actively involved in their learning and go deep into the content for greater levels of understanding. Our teachers emphasize peer to peer learning and in depth conversation and questioning in cooperative learning groups so students can learn and teach each other in a variety of contexts and subject areas. Teachers are the facilitators and activators of student learning, and support the students in their growth on a daily basis.

Some of our special partnerships are Vacamas Glow, a community based organization that facilitates our after school program where students are exposed to various artistic endeavors, such as dance, music, video and community action. These various clubs are based around a common theme aligned to our school mission/vision, such as empathy, peace, and trustworthiness. These themes are expressed through culminating performances in a "Talk Show" format multiple times a year where students play a role in every aspect of the show, such as production, presenting, interviewing, and the performances, further emphasizing our effort for students being at the center of all of their learning and experiences. We have also partnered with Franklin Covey in bringing the "Leader in Me" into our school for the past year and we have recently received a grant to continue this program for an additional five years. Through this program our students are exposed to direct instruction and various other events and activities around the 7 Habits of Highly Effective People authored by Stephen Covey. This philosophy emphasizes the leader within all of us and through discussion, experiences, and teaching, all of our students, teachers, and community members can strive to be the best they can be in whatever area of their choosing. Through symbolism, teaching, conversation, professional development, and culminating events, we have seen significant growth within our learning community by all members.

2. Special Populations

PS1x, The Courtlandt School is an elementary school with 710 students from pre-kindergarten through grade 5. The school population comprises of 23% Black, 74% Hispanic, 2% White, and 1% other. The student body includes 23% English Language Learners and 11% students with special needs. Boys account for 51% of the students enrolled and girls account for 49%. The average attendance rate for the school year 2014-15 was 91.9%.

Our English Language Learner population receives support through two programs, our bilingual program where we have one bilingual class in every grade, and through our English as a New Language program servicing students throughout the grades in a push in or pull out model. These students need support in language acquisition, reading comprehension, and listening/speaking skills in the English language. Our teachers, both in the bilingual/ENL program and in the general education settings support these students through the use of differentiated instruction, Total Physical Response (TPR), the use of multi-sensory teaching through visuals, video clips, audio recordings, Thinking Maps, vocabulary instruction and other best practices to support their development.

For our students with Individualized Education Plans, we support these students through various programs and classroom environments. In each grade, we have an Integrated Co-Teaching environment, where a general education and special education teacher work together to plan and implement lesson that are differentiated to meet the needs of each individual student within the classroom while still exposing every child to high level, rigorous, grade appropriate material. We also have multiple self-contained, bridge classes where the student population does not exceed 12 students. Through this program, the special education teacher can provide individualized support while tailoring the instruction to meet the needs of every child. Additionally, we have a SETTS teacher who provides pull out services in small groups, implementing the Wilson Reading Program to ensure the students are developing their reading skills in order to support comprehension and the ability “to read to learn.” We also have a number of trained teachers in intervention programs, such as Reading Recovery, Reading Rescue, Great Leaps Reading and Math, and Wilson Reading.

3. Elements of the Framework for Great Schools

The Elements of the Framework for Great Schools that we have made the most progress in this year is developing a supportive environment and providing rigorous instruction for all of our students. We have created a number of systems and structures in order to support the development in these two areas.

In developing a highly supportive environment our initiative to implement the Leader in Me at PS1 has made a significant contribution in this area. In our 2014-15 Quality Review, PS 1x received a “Well Developed” in the area of 3.4 High Expectations, citing that “The School implements the ‘Leader in Me’ process to improve the culture of the school and to maximize students’ academic performance. This philosophy, based on the The 7 Habits of Highly Effective People by Stephen Covey, engaged the entire school community in activities, lessons, conversations, and celebrations around leadership, positive behavior, and service to the community and gives students leadership roles of responsibility, personal accountability and independence that is crucial to college and career readiness. As a result, the school has experienced a dramatic decrease in behavior programs, referrals and suspension throughout the year.” Our school culture and character building initiatives are aligned with our vision of creating a healthy, happy and peaceful learning environment for all members of our learning community. Beginning in 2014, PS 1x has adopted the Leader in Me process developed by author and teacher, Stephen R. Covey. The Leader in Me is an “innovative, school wide model that increases teacher effectiveness, student engagement, and academic achievement, while preparing students to be leaders in the 21st century. “ Through this effort, our school will develop leadership qualities within all members of our school community; students, teachers, support staff, parents, and community members. This was accomplished through direct instruction of the 7 Habits of Highly Effective People, established school-wide rituals and routines around leadership, team building, goal setting, and community action, and our monthly theme celebrations and events.

For the next element we have made significant progress in is providing rigorous instruction. As sighted also in our 2014-15 quality review, “School leaders consistently convey high expectations around professionalism, instruction, and communication to the entire staff. The school successfully partners with families around supporting students towards expectation connected to college and career readiness.” Our philosophy for professional development is based on the principles of a highly effective “Professional Learning Community.” Consequently, as best research practices suggest, we create ample opportunities for teachers to learn from each other, facilitate and lead staff development, observe each other, and turnkey information gained at workshops they have attended and in their areas of expertise. Our approach is a multi-faceted strategy, where teacher teams meet regularly, share best practices, attend workshops, turnkey their learning to their colleagues and apply the best practices. Additionally, we utilize a “Lab Site” model, where teachers plan together, teach together with groups of students, reflect on their learning and plan instruction based on their learning.

This effort ensures that our students are exposed to best pedagogical practices in a variety of instructional areas and that teachers are sharing these practices throughout their grade teams and school teams to solidify a consistency of practices that help students meet their goals.

The element of the Framework we are focusing on for the school year 2015-16 is to further develop Collaborative Teachers, where each teacher is contributing to the learning community in a significant way. We have already developed systems and structures to ensure this by creating “Teacher Trainers” in a number of areas where teachers are provided with high level professional development. For example, for targeted interventions such as Reading Rescue and Thinking Maps, where teachers are now expected to provide the professional development to their colleagues during common planning and/or staff development days. Through this process, we will be building capacity among all of our teaching staff and developing our teachers as leaders where they hold each other accountable for high level instructional practices to meet the needs of all of our students.

07X001 School Information Sheet

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

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

Section 5A – 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.	E
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><u>Reflection</u></p> <p>Our teachers are fully immersed in the Use of Thinking Maps in order to support students in making their thinking visual for in depth inquiry, conversation, and writing in a variety of instructional areas. All of our teachers have been provided with in depth professional development in this area and have fully implemented the Thinking Maps this year in preparation for the 2015-16 school years. The high level of professional development in this area will ensure that our teachers and students have an in depth understanding of the maps, the cognitive language associated with the maps and the ways to pull their thinking off the maps to better express their thinking through speaking and writing.</p>		
<p><u>Strengths</u></p> <p>Our teachers are integrating the Thinking Maps into the curriculum, meshed with the units of study in reading and writing as per our Teacher’s College Units of Study. As a result, the units of study are high level, aligned to Common Core Expectations, and support college and career readiness in a variety of areas. Furthermore, the level of writing, volume, depth and complexity of the work has been evident throughout the year and are reflected in the in-class and state assessment data.</p>		

Priority Needs

In order to ensure a consistency of practice across the grades, beginning in the fall of 2015, we will provide professional development for all of our teachers and staff who are newly hired or transferred. We will accomplish this by utilizing our Trainers of Teachers who have been provided with tailored professional development for the sole purpose of turn keying their learning and knowledge to their colleagues in a meaningful, purposeful manner. This process will ensure that all of our staff, from classroom teachers, support staff, paraprofessional and students have a high level understanding of the Thinking Maps and their successful implementation in the school.

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 of 2016, we will increase the number of students meeting standards as per the New York State English Language Arts exam by 10%, increasing the amount of students meeting standards from 80% to 90% of the testing population.

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><u>R</u> <u>esearch-based instructional programs</u> , <u>professional development, and/or systems and structures needed to impact change.</u></p> <p>1. We have made it our school wide focus to enhance the level of instruction around vocabulary and to ensure that our students are making progress in meeting grade level expectations for the development of their</p>	<p>All Students</p>	<p>September 2015-June 2016</p>	<p>School Leadership Team, Instructional Team, Grade Teachers</p>

<p>vocabulary and understanding of academic language.</p> <p>2. Our teachers have participated in a number of trainings and professional development on research based, effective strategies for teaching comprehension with the use of Thinking Maps. We have trained our entire staff during whole day professional developments, Thinking Map Leaders in a 2 day training, and Trainer of Teachers in a 6-day training.</p> <p>3. Vocabulary is highlighted around the building, during morning announcements, on all bulletin boards and student work, and in vocabulary notebooks.</p> <p>4. Additionally, we have invested in a number of resources, such as Spelling/Vocabulary City, iReady Reading, Great Leaps Reading, Sadlier Interactive Vocabulary, Sadlier Workbooks, and other materials to support reading and vocabulary development at a high level.</p>			
<p><u>Strategies to Address the Needs of Students with Disabilities and English Language Learners</u> - In order to support our English Language Learners and Students with Special Needs, teachers are provided with resources at various levels, in order to meet the students at their individualized instruction level in order to push them closer to the expected grade level standards. For example, we have a number</p>	<p>All Students</p>	<p>September 2015-June 2016</p>	<p>School Leadership Team, Instructional Team, Grade Teachers</p>

of intervention programs such as Great Leaps, Reading Recovery, and Wilson Reading to support individual students in the areas of phonics, phonemic awareness, word attack skills, and comprehension.			
<u>Strategies to Increase Parent Involvement</u> - Our parents have been and will be provided with workshops within the school to inform them of these practices access to the web based programs at home and are communicated to by the teachers the ways in which they can support their child's vocabulary development.	All Students	September 2015-June 2016	School Leadership Team, Instructional Team, Grade Teachers

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.											
In order to achieve the goals set forth in this action plan, we will need a number of resources to support our achievement. The resources we need to implement this plan are subs for coverages in order to allow teachers to attend professional development in school and at other locations. The instructional resources we need to implement this action plan are Thinking Maps desk maps, Vocabulary/Spelling City, Sadlier Vocabulary, and Vocabulary Notebooks for each student. We are utilizing Title 1 SWP funding in order to equip the entire school with these resources. For our After School Program, we are targeting specific students who have demonstrated areas of need in the development of their vocabulary. As a result, we will be utilizing Title 1 SWP funding in order to pay teachers Per Session to work afterschool, every Wednesday, Thursday, and Friday from 2:45-4:45 where our teachers will supplement the instruction during the school day in order to provide additional exposures to the vocabulary during this afterschool time.											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21 st 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.
We will utilize our in school assessment, iReady Reading, in order to monitor progress in reading comprehension in grades 3-5. Within this assessment, we will also be able to monitor the level of growth in particular areas, such as vocabulary development amongst the grades. We will use this data in order to inform students and parents of growth, tailor instruction, and to create strategic groupings.

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.	H
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.	H
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>Developing</u> and <u>Ineffective</u>. 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><u>Reflection</u></p> <p>1. At PS 1x, our school wide focus on character development and developing leadership skills amongst all stakeholders and students warrants an Effective and Highly Rating. We have established a number of school wide systems and structures for building strong emotional and social development, in creating a shared vision for the school, and to create a data driven culture that focuses on improved student outcomes. After a full year in implementing “The Leader in Me”, we have seen a significant culture shift throughout our building and an increase in student leaders exemplifying what The Leader in Me stands for. As a result, we have seen a decrease in student suspensions and referrals and an increase in students as leaders throughout the building, supporting their peers in their classrooms and around the school. According to SOHO report, we have reduced the number of suspensions in our school building from 15 in school year 2013-14, to 6 in school year 2014-15.</p>		
<p><u>Strengths</u></p> <p>1. Beginning in the Spring of 2014, our school has adopted the “Leader in Me” philosophy aligned to Stephen Covey’s 7 Habits of Highly Effective People. This is a school wide program, involving all facets of the school community, in order to develop highly effective daily practices and to foster leadership qualities in everyone, especially the student population. As per our 2015 Quality Review, “The School implements the ‘Leader in Me’ process to improve the culture of the school and to maximize students’ academic performance. This philosophy, based on the 7 Habits of Highly Effective People by</p>		

Stephen Covey, engaged the entire school community in activities, lessons, conversations, and celebrations around leadership, positive behavior, and service to the community and gives students leadership roles of responsibility, personal accountability and independence that is crucial to college and career readiness. As a result, the school has experienced a dramatic decrease in behavior programs, referrals and suspension throughout the year.”

Priority Needs

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

Part 2 – Annual Goal

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 of 2016, we will reduce the number of suspensions and behavior referrals by 50% as per SOHO reports. Additionally, we will increase and enhance the levels of school leadership throughout the building, students, teachers, school staff and parents, by increasing the amount of leadership celebrations, events, leadership roles, and initiatives aligned to the Leader in Me Process as evidenced by Advance data relating to Danielson Framework components 2a Creating an Environment of Respect and Rapport and 2d Managing Student Behavior.

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) <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><u>Research-based instructional programs , professional development, and/or systems and structures needed to impact change -</u></p> <p>1. Using Danielson’s Framework as a guide for professional development, we will begin the work with this goal by further familiarizing our teachers with the components of Danielson’s Framework so they have a firm</p>	<p>All Students</p>	<p>September 2015-June 2016</p>	<p>School Leadership Team, Instructional Team, Grade Teachers</p>

<p>understanding of the expectations and instructional practices that leads to effective and highly effective instructional practices that lead to improved student outcomes. Our teachers will unpack the Framework, looking at specific areas of focus for each domain, see exemplar practices at work, and reflect upon their own practices and areas they can improve upon in order to address the needs of the students in their classes. Then, through the informal and formal observation process, teachers will be given specific and actionable feedback that they can then utilize in their classrooms.</p> <p>2. We will facilitate professional development for our entire teaching staff aligned to the Leader in Me Process in order to develop a positive school culture, student leaders, and community action.</p>			
<p><u>Strategies to address the needs of students with disabilities, English Language Learners-</u></p> <p>1. In order to support English Language Learners and Students with Special Needs, we will include our ESL, Bilingual and Special Education teachers in this process in order to share high level, ESL methodologies, practices for differentiated instruction, and pertinent data in relation to students in sub-groups that will improve instructional practices throughout the building not</p>	<p>All Students</p>	<p>September 2015-June 2016</p>	<p>School Leadership Team, Instructional Team, Grade Teachers</p>

only for these students, but for all students struggling as a whole throughout the grades.			
<u>Strategies to increase parent involvement and engagement</u> 1. Parents will be included in this process, in that they will be invited to school events, workshops, and informational sessions held by our Instructional Team, Parent Coordinator, and others in order to engage the parents in the learning and pedagogical approaches associated with improved student outcomes and increased levels of proficiency, and the Leader in Me Process.	All Students	September 2015-June 2016	School Leadership Team, Instructional Team, Grade Teachers

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.											
In order to achieve this goal, we will need our teachers and support staff to attend professional development regularly during our Monday Professional Development time and when necessary provide Per Session Training Rates for teachers to attend professional development outside of their regularly assigned hours or on Saturdays. Additionally, when needed, we will utilize Per Diem in order to fund substitute teachers to cover assigned teachers during the school day so that teachers can be available for inter-visitations or workshops during the regular school day. We will also allocate funding in order to facilitate professional development aligned to the Leader In Me Process and pay per session to teachers participating in the professional development outside of their regular work hours.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21 st 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.
In February of 2016, we will view SOHO and OORS data in order to determine and reflect on the progress in reducing the amount of suspensions and referrals over the course of the year. In addition, we will look at the number of events and workshops aligned to the Leader in Me and plan accordingly to ensure we meet our goals.
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.	D
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>Developing</u> and <u>Ineffective</u>. 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><u>Reflection</u></p> <p>At PS 1x, we have established a number of school wide systems and structures for developing high level, in depth units of study and lesson plans that meet our student goals and needs. We have worked closely with Teacher’s College in order to ensure that our units of study in reading and writing are Common Core aligned and prepare students for college and career. We have been able to accomplish this through extensive professional development and collaborative planning, facilitated by our instructional leadership team and Teacher’s College staff developers during planned calendar days. This process has established a common alignment of objectives and planned outcomes throughout the grades and for special populations such as students with special needs and English Language Learners. Additionally, Thinking Maps furthers this process, by creating a common language and tool used throughout the school in all grades, with increasing levels of complexity as the students progress to the next grade. We plan on using professional development time in order to address our developing areas in 4.3 and 4.4 in order to ensure that our teachers are properly aligning all lesson to Common Core expectations and to differentiate in order to meet the needs of all learners.</p> <p><u>Strengths</u></p> <p>Through extensive professional development and targeted classroom instruction, our school community has developed the shared understanding of highly effective instructional practices and we continue to reinforce these ideals around the school, in the classrooms through explicit teaching and in depth conversation, and among the parent community. We have now trained and established teacher leaders in various areas, such as Thinking Maps, who will now be able to train new teachers and provide more in depth training to those who already received a level of professional development.</p>		

Challenges

Our challenge is to ensure that all staff members, including paraprofessional and support staff are proficient in intervention practices in order to provide high quality interventions for our special populations of students in order to meet grade level standards.

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 of 2016, our students of special populations, students with IEPs and English Language Learners who meet grade level standards will increase from 60% in 2015 to 70% in 2016 as per “Met/Did Not Meet” assessment data connected to the New York State English Language Exam.

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><u>Research-based instructional programs, professional development, and/or systems and structures needed to impact change</u></p> <p>1. For the 2015-16 school year, we are working on enhancing our approach in working with special populations, including English Language Learners and students with Individual Education Plans. We will accomplish this by implementing Thinking Maps, school wide, in order to support students in</p>	<p>Students with IEPs, English Language Learners</p>	<p>September 2015-June 2016</p>	<p>School Leadership Team, Instructional Team, Grade Teachers</p>

<p>making their thinking visual, understanding the cognitive language associated with each map, citing sources of their information, among others.</p>			
<p><u>Strategies to address the needs of students with disabilities, English language learners</u></p> <p>1. As a result of this effort, we will be supporting our students with Special Needs and English Language Learners by having more teachers trained and proficient in these research based approaches. These students will be targeted for RTI and afterschool, so that these interventions can be implemented in extended school hours. Additionally, throughout our enhanced RTI program, we will support students who are struggling, limit the amount of referrals, and reduce the number of English Language Learners throughout the building and increase the number of English Proficient children throughout the school.</p>	<p>Students with IEPs, English Language Learners</p>	<p>September 2015-June 2016</p>	<p>School Leadership Team, Instructional Team, Grade Teachers</p>
<p><u>Strategies to increase parent involvement and engagement</u></p> <p>1. We will be making an effort to increase parent communication, by notifying all parents of those students receiving Tier 2 Interventions. They will be notified by letter in both English and Spanish, and will receive ongoing communications by our teaching staff as to the progress their children are making as a result of the</p>	<p>Students with IEPs, English Language Learners</p>	<p>September 2015-June 2016</p>	<p>School Leadership Team, Instructional Team, Grade Teachers</p>

interventions and regular classroom instruction.			

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 allocate funding in order to train additional teachers and enhance training in Thinking Maps during the 2015-16 school year. Additionally, we will use Per Diem funding in order to cover											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21 st 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.											
In February of 2016, we will utilize our midyear benchmark assessment, iReady Reading in order to assess levels of proficiency in the targeted population. With this data, we will adjust instruction and strategic groups as a result in order to ensure that all students are supported with targeted, research based interventions.											
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

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:		
<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).	H
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	H
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
Part 1b. Needs/Areas for Improvement:		
<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>During school year 2014-15 at PS1x, we established 3 clear and succinct goals that reflect student achievement and measurable targets over the course of the school year. First, we have communicated school wide that we are targeting reading comprehension, that by June 2016: Every student in grades 1 -5 will read a minimum of 3 books –fiction and non-fiction with 95% fluency, accuracy and comprehension as measured by the in-book assessment and TC level benchmarks. This process has been emphasized throughout our school community so that we will collaborate as grade teams, vertical teams, and school wide in the planning, preparation, implementation, and analysis of the data as a result of the assessment. Next, our goal for students is to achieve 90% or better of the grade level expectations for vocabulary. As a result of this goal, we have established school wide efforts in instructional approaches, online resources, professional development, and planning in relation to our vocabulary goal. Finally, our goal for all students to achieve proficiency in basis math skills, as evidenced by our school created assessments. We have established that leadership and vision planning begins with clear goal setting that can be measured periodically over the course of the year so that ongoing conversations can be had to ensure that we make significant progress towards the completion of the goal.</p>		

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 of 2016, 80% of our students will be reading at or above grade level as per school wide Teachers College Independent Reading Assessment.

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) 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><u>R</u> <u>esearch-based instructional programs</u> , <u>professional development</u>, <u>and/or systems and structures needed to impact change</u></p> <p>In order to achieve this goal, we will provide extensive, targeted, and expanded learning for all students at PS1x. These students will be provided with the opportunity to stay after</p>	<p>All Students</p>	<p>September 2015-June 2016</p>	<p>School Administration, School Leadership Team, Classroom Teachers/Grade Teams</p>

<p>school an additional 2 and ½ hours every Wednesday, Thursday, and Friday and for 3 hours on Saturdays. During this time, our students will be provided with targeted, research based instructional programs and interventions, such as Hot Topics, a content based, high interest reading comprehension program, Seeds of Science, an interactive, literacy based science program that provides hands on experiences, Reading Rescue, a reading intervention program, Great Leaps, an intervention focusing on reading and math fluency, among others. For all of these research-based approaches, our teachers will be trained on their successful implementation and the ways to use the assessment results as data to support instructional next steps and to provide methods for progress monitoring.</p>			
<p><u>Strategies to address the needs of students with disabilities, English language learners</u></p> <p>This process will support our students in meeting grade level expectations, as they will be provided with targeted interventions that support their movement towards grade level standards and expectations.</p>	All Students	September 2015-June 2016	School Administration, School Leadership Team, Classroom Teachers/Grade Teams
<p><u>Strategies to increase parent involvement and engagement</u></p> <p>During our PS 1x Afterschool, we will work with parents in order to</p>	All Students	September 2015-June 2016	School Administration, School Leadership Team, Classroom Teachers/Grade Teams

increase the level of engagement and communication amongst the parents and school staff. We will do this through collaboration with various Community Based Organizations such as Studio in a School, Project Leap, Bronx Arts Ensemble, and Vacamas Glow.			

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 utilize our instructional coaches to provide support to teachers as to proper assessment techniques. Additionally, we will provide professional development during the regular school day for our Teacher’s College Staff Developer to work with teacher teams in order to effectively use data to inform instruction and to accurately assess progress as per the running records. Schedules will be adjusted, using the lab site model, in order to free up whole grade teams for the before mentioned sessions.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21 st 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.										
During the January Assessment Window, we will assess each child’s independent reading level. Teachers will upload the data on Assessment Pro and the instructional team will aggregate and disaggregate the data in order to make informed decisions about student progress, strategic groups, and to effectively communicate with parents.										
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>Developing</u> and <u>Ineffective</u>. 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><u>Reflection</u></p> <p>At PS1x, our goal has been to increase and enhance the levels of parent engagement for all parents of students in our school. Our school goal is to provide parents with meaningful and consistent information as to student progress by means of data reports, report cards, and one on one meetings with teachers on a regular basis, utilizing our Tuesday Parent Communication time, Special Events, and workshops in order to provide resources and information to parents on a regular basis. We work hard to have at least one parent event per week and use such events as a way to bridge the gap between the school and parent community.</p> <p>We continue to work with teachers, throughout professional development on an ongoing basis, on the effective use of data sources and how teachers can use the data to provide clear, consistent, and accurate information to parents on a consistent basis and give data based on grade level standards.</p>		
<p><u>Strengths</u></p> <p>We work closely with various community-based organizations, such as Project Leap, Vacamas Glow, Studio in a School, and others to provide meaningful experiences to our parents, students, and members of the community on a weekly basis. Our culminating events, such as Talk Shows, Performances, Orchestral performances, among others, serve to enrich our learning community and establish our school as a community center.</p>		

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

Areas of Need

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

Part 2 – Annual Goal

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, teachers, school staff, and administrators will increase the frequency, quality, and method of communication to parents every month to show an increase from 8.0 to 8.5 on the 2015-16 NYC School Survey. This will be accomplished through ongoing parent workshops with a focus on the arts, academics, and parent/school participation.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the 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) 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><u>Research-based instructional programs , professional development, and/or systems and structures needed to impact change</u></p> <p>At PS 1x, we have emphasized the importance of consistent, meaningful, and accurate feedback being provided to our parent community amongst our teaching and school support staff. We have worked with our teachers and school</p>	<p>School Community/Parents</p>	<p>September 2015-June 2016</p>	<p>School Teachers, Administration</p>

<p>staff in providing parents with accurate data about student progress in relation to grade specific standards. We have started by providing teachers with professional development around data and the resources we have in our building for the display, analysis, and communication of school data for all of our school stakeholders, especially our parents, who are entitled to receive ongoing reports about their children's progress that is aligned to the expectations of the grade. We will utilize our web-based resources to provided consistent data to parents and provide numerous workshops throughout the year to inform parents as to our programs and instructional strategies.</p>			
<p><u>Strategies to address the needs of students with disabilities, English language learners</u></p> <p>This effort will support the needs of the students with disabilities in that our teachers will further their development in taking a data based approach to identifying and addressing specific academic needs of the students and provide targeting approaches and interventions based on this clear and accurate data. Furthermore, parents who are more informed in their child's progress will have a better understanding of their child's growth and development and specific ways in which they can</p>	<p>School Community/Parents</p>	<p>September 2015-June 2016</p>	<p>School Teachers, Administration</p>

support their child's progress at home.			
<u>Strategies to increase parent involvement and engagement</u> We have provided our teachers with clear expectations about the ways in which to utilize our Tuesday Parent Communication time effectively and efficiently in order to maximize the time and meet our target for parent communication as per the goal mentioned above.	School Community/Parents	September 2015-June 2016	School Teachers, Administration

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 utilize Title 1 Funding in order to support programs such as Studio in a School, Project Leap, Vacamas Glow, Bronx Arts Ensemble and others. Monies will be spent in order to provide these programs with supplies, personnel and additional expenses. These programs will predominately be used for after school											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21 st 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.
We will utilize school surveys and parent attendance data in order to determine the impact of these programs on parent involvement and satisfaction levels. This data will be utilized in order to make necessary adjustments to our program in order to increase involvement.
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)	State Exams, Independent Reading Assessments, Units of Study, iReady Reading, Teacher In-Class Assessments	Independent Reading, Guided Reading, Interactive Writing	Small Group, Whole Class, Individualized Instruction	During School, After School, Saturday Academy
Mathematics	State Exams, iReady Math, Go Math! Unit Assessments, In Class Assessments	Guided Groups, Math Tasks,	Small Group, Whole Class, Individualized Instruction	During School, After School, Saturday Academy
Science	Projects, Inquiry Assignments, Teacher Observations,	Whole Class Instruction, Small Group Instruction, Research based projects	Small Group, Whole Class, Individualized Instruction	During School, After School, Saturday Academy
Social Studies	Projects, Inquiry Assignments, Teacher Observations	Whole Class Instruction, Small Group Instruction, Research based projects	Small Group, Whole Class, Individualized Instruction	During School, After School, Saturday Academy
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	State Exams, School Wide Assessments, Behavior Referrals, Teacher Observations	RTI, Second Step, Character Counts	Small Group, Individual Group	During School, 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>At PS 1x, we believe in fostering strong professional ties with our staff in order to promote retention and developing our teachers with high degrees of investment in our school and the children and families we serve. One concrete step we have taken to ensure this is we have developed a partnership with Lehman College's Math Up program. Through this program, Lehman College provides us with a number of teacher interns that are partnered with a Master Teacher within our building. These Master Teachers train the interns over the course of the entire year, with the interns working closely with the teacher in planning and preparation of lessons, facilitating instruction and small groups, and looking closely with the teacher at student data and outcomes. Over the course of the year, the school leadership observes the progress of the interns and considers each intern for hiring the following year. At this point, we have had 12 interns in the past 3 years and have hired 5 teachers who are now on our staff.</p> <p>Furthermore, our partnership with Teacher's College Reading and Writing Project has enhanced our levels of professional development, with multiple calendar days scheduled throughout the year where staff developers provide onsite workshops and trainings to all of our teaching staff. Additionally, our teachers also are provided with professional development at Columbia University. Teachers turnkey their learning to the staff during our Monday Professional Development time or during scheduled common planning periods during the regular school day.</p> <p>Finally, we have 3 instructional coaches, 2 literacy coaches and 1 math coach who provide targeted support to all teachers throughout the building based on the needs of the student and the observed areas for improvement during building walkthrough, informal and formal observations. Professional development is provided through demo lessons, study groups, and/or individual conferences.</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>Our philosophy for professional development is we are all learners and we can all be facilitators of other teachers' development. Our approach is a multi-faceted strategy, where teacher teams meet regularly, share best practices, attend workshops, turnkey their learning to their colleagues and apply practices. Additionally, we utilize a "Lab Site" model, where teachers plan together, teach together with a group of children, and then reflect afterwards and plan instruction based on their learning. We have started the process of including paraprofessional and support staff in professional development activities, especially in specific intervention strategies and programs. As a result, paraprofessionals and support staff can assist in providing high quality interventions to students throughout the building.</p>

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

Understandings:

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

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.).

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

4c. “Conceptual” Consolidation of Funds in SWP Schools

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '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	787,686.00		
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	143,429.00		
Title III, Part A	Federal	18,972.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,603,686.00		

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a):** 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) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **PS 1X**, 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. **PS1x** will support parents and families of Title I students by:

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

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

School-Parent Compact (SPC) Template

PS1x, 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>PS 1- The Courtlandt School</u>	DBN: <u>07X001</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 type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>100</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <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>4</u>
of certified ESL/Bilingual teachers: <u>4</u>
of content area teachers: <u>0</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: _

Rationale

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

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

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

Subgroups and Grade Levels Served

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

Language of Instruction

The language of instruction will be based on levels of proficiency of each student. Our bilingual teachers will teach a percentage of the time in Spanish and a percentage of English based on the needs of the children. As the program progresses, teachers will adjust the balance of English and Spanish based on students' language development.

and Types of Certified Teachers

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

Types of Material Used

Part B: Direct Instruction Supplemental Program Information

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

- Programs include:

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

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

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

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

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

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

-
-

Part C: Professional Development

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

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

Begin description here: _____

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

Part D: Parental Engagement Activities

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

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

Begin description here: _

Rationale

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

Schedule

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

Topics

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

Name of Provider

Studio in a School, Bronx Arts Ensemble, Learning Leaders

Notification

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

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services	_____	_____

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

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

2015-16 AND 2016-17 SCHOOL YEAR

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 07	Borough Bronx	School Number 1
School Name PS 1 The Courtlandt School		

B. Language Allocation Policy Team Composition

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

Principal Jorge Perdomo	Assistant Principal Eric Grande
Coach Rogelio Herrera	Coach Gina Debellis
ENL (English as a New Language)/Bilingual Teacher Ms. Opong and Ms. Lepkowski	School Counselor Estabania Hernandez
Teacher/Subject Area Ms. Valentin/ 5th Bilingual	Parent Ms. Krystal Padilla
Teacher/Subject Area Mr. Nunez / Technology	Parent Coordinator Ms. Batista
Related-Service Provider Ms. Bez	Borough Field Support Center Staff Member Wanda Morales
Superintendent Elisa Alvarez	Other (Name and Title) Ms. Riddick, Pupil Accounting

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	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	6	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	2	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	688	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"/>
---	--

This school offers (check all that apply):

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

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

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education	1	1	1	1	1	1								0
Dual Language														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)	145	ELL Students with Disabilities	36
SIFE	7	Developing ELLs (ELLs receiving service 4-6 years)	17	Long-Term (ELLs receiving service 7 or more years)	1

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	108	4		17	2	7				0
DL										0
ENL	48	3		7		5	1			0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____	21	26	20	22	20	20								0
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE _____																			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): _____	Number of students who speak three or more languages: _____
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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	7	6	11	9	5	4								0
Chinese			1											0
Russian														0
Bengali														0
Urdu														0
Arabic	1	1	1	0	3									0
Haitian														0
French		0	1		0	2								0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	1		0	2	0								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)	5	6	5	3	10	3								0
Emerging (Low Intermediate)	5	6	6	2	3	3								0
Transitioning (High Intermediate)	7	3	6	1	5	3								0
Expanding (Advanced)	6	14	19	19	5	12								0
Commanding (Proficient)	21	1		2	4	1								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														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	1	0	3	2	1								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	21	6			0
5	21	3			0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4	18	1	8				1		0
5	23		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	3		11		4	0	1	1	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)	22	10	2					
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.
We regularly use TCRWP and computer designed programs: Fountas and Pinnell, TCRWP, Great Leaps, I-Ready, and Reading Rescue. The insight that the data provides is very similar to the data provided by the NYSESLAT Modality Report from ATS. It helps us determine reading levels in order to guide student groupings and short/long term goals for each student. We use assessment to inform instruction in guided reading groups, reading conferences, and small/whole group instruction.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
The NYSESLAT data shows that ELLs are making progress on the assessment by moving to the next proficiency level. Most of the students from second grade and above are advanced. Special education ELLs score intermediate on the NYSESLAT. ELLs, who are at the beginning level, are newcomers. PS1x has consistently increased or maintained the pass rate based on student demographics on the NYSESLAT from the year 2011-2012 to 2014-2015.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
We utilize the AMAO tool in order to acquire an in depth understanding of our English Language Learners, the progress they are making in the various modalities, areas of concern, and instructional patterns and trends that help us support all of our English Language Learners. Through this data, we are able to make informed decisions about instructional strategies that are supporting improved outcomes and those that may need adjustment in order to maximize the resources we have in our building. Our team looks at the data at the beginning, middle, and end of the year in order to progress monitor and make adjustments over the course of the year.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

The patterns across proficiency levels and grades in the ENL program show that the school witnesses a high passing rate for 2nd grade students on the NYSESLAT. All, but five, of the 2nd graders at PS1x were able to test proficient. Teachers and school leaders receive the results of the interim assessment periodically. They use and analyze class results to drive instruction. These ELA assessments guide teachers, reveal the skills needed to support further instruction, and demonstrate areas of improvement amongst the students. The teachers meet and plan collaboratively with the AIS Coordinator and Literacy Consultant to address concerns of our ELL population. Home language support (especially in Spanish) is used to further support our ELLs.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.] Based on the NYSITELL and NYSESLAT scores as well as classroom assessment, teachers of ELLs identify students who will benefit from Tier I and Tier II instruction. ELLs in grades K-2 identified as needing Tier II interventions receive Reading Rescue, a literacy based intervention, and Sounds in Motion, a phonemic awareness, early literacy, and auditory perception program. ELLs in grades K-2 identified as needing Tier I interventions also receive Sounds in Motion instruction. In general education classes, all ELLs receive Foundations. Students in 3-5, who have been identified as needing Tier I or Tier II interventions, receive small group instruction during afterschool, Saturday Academy, and class periods. More specifically, PS1x has an afterschool Response to Intervention program that is co-taught by a general education and ENL teacher. These students receive support using our research based interventions in order to target specific instructional areas of need, such as fluency, word attack skills, phonics, and/or comprehension. The programs we utilize are Great Leaps reading/math, Reading Rescue, Wilson, and I-Ready diagnostic instruction.
 6. How do you make sure that a student's new language development is considered in instructional decisions?
All thematic units are planned with the goal to develop specific language functions. In particular, all lessons have targeted language objectives. Additionally, students create learning goals around two modality areas that have been decided upon based on their NYSESLAT scores and other classroom assessments.
 7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. 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).
In the school year 2011-2012, students were advancing to the next proficiency level; however, only seven students tested proficient on the NYSESLAT. In the 2012-2013 school year, after a more critical look at our data, teachers changed their instructional approach. As a result, forty-three ELLs tested proficient on the NYSESLAT in Spring 2013. Furthermore, we saw a large increase in students testing advanced. In Spring 2014, thirty two ELLs tested proficient on the NYSESLAT. Again, there was an increase or a maintenance of proficiency levels among the majority of the group.

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.
Students registering in the NYC school system for the first time are provided with a welcome packet that includes the Home Language Information Survey (HLIS) in the parents' native language. The Home Language Information Survey is a required document parents have to fill out with pertinent information regarding the language spoken at home. The ENL instructors conduct an initial interview where it is determined if the student(s) speak any language other than English. The interview during the HLIS process is also taken into consideration prior to deciding the student's home language. Then, the HLIS information is entered into the ATS system by the Pupil Accounting Secretary. Ms. Opong and Ms. Lepkowski, the ENL instructors, use the HLIS information to determine the language code, and if the student is eligible for the NYSITELL. For students who speak a language other than English, a NYSITELL is scheduled within 5 days of enrollment. The NYSITELL is administered by Ms. Opong and/or Ms. Lepkowski, who are licensed ENL teachers. Informal interviews are conducted in the parents' native language by our bilingual team and qualified DOE translators (for languages other than Spanish). The Spanish Lab is administered to students whose home language is Spanish, and whose English NYSITELL raw score determines their proficiency as entering, emerging, transitioning, or expanding. The HLIS and interview are stored in the cumulative folder of the student as well as in the ENL compliance binder in the ENL teachers' classroom.
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).

Students who have enrolled at our school from another country or state will be given the SIFE questionnaire with their parental guardians so as to determine if they have experienced interrupted or inconsistent formal education. Next, the ENL teachers will use a combination of the questionnaire, the LENS (if the student is a Spanish speaker), and the student's work to determine whether or not that student can be classified as SIFE. We will complete this process within 30 days.

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).

Upon enrollment, students who have entered the school from another state with an IEP will be identified by the ENL teachers. Next, the LPT will meet to discuss the student's IEP and language needs. Members of the team will include the ENL teachers, Ms. Opong and Ms. Lepkowski, the school psychologist, Mr. Hernandez, the assistant principal, Mr. Grande, the special education teacher of the student, and the parent/guardian of the student. The parent/guardian will receive interpretation by a staff member if Spanish is their home language. If the parent/guardian speaks a different home language, the school will request an interpreter from the DOE Translation Unit either in person or over the phone service. This team will meet within five days of enrollment.

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.

Upon scoring and scanning the NYSITELL, the ENL teachers enter the data into the ELL spreadsheet immediately. On the same day, they complete entitlement and non-entitlement letters for all tested students. The ENL teachers send home the letter in the language that was indicated as the preferred language on the Home Language Identification Survey. These notes are then backpacked home and a copy is kept in the ELL compliance binder.

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).

Parents will receive a letter with notification of the right to appeal within 45 days with the entitlement letter. The right to appeal will also be discussed at the parent information sessions. Likewise, this will be a time for parents to ask questions and to learn more about the process.

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.

Once students are tested and eligible for services, Ms. Opong and Ms. Lepkowski, the ENL instructors, Ms. Batista, the Parent Coordinator, and Mr. Grande, the Assistant Principal, send letters to parents to attend our scheduled parent orientation sessions. At the beginning of the year, we schedule six parent orientation sessions offered in the morning and in the afternoon, as well as make-up sessions. Additionally, we continue to reach out to parents who did not attend via telephone and written correspondence. Parent orientations are scheduled on an ongoing basis for new arrivals.

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

The outreach plan is as follows:

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

The timeline for this process starts the moment the child enrolls in the school, and it is effective immediately. We ensure students are placed in a program within five days of enrollment. After the meeting, children are placed according to the parents' choice form in either our Freestanding ENL program or Transitional Bilingual ICT program. Parents are informed that if they do not choose a program, their child will be placed in the TBE program. Finally, students begin receiving instruction in the proper program if the parent selected TBE or ENL; otherwise, the parent is assisted by the Parent Coordinator to locate a Dual Language program.

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.
- Our school reaches out to parents in various ways to ensure the timely receipt of the Parent Surveys and Program Selections. Upon enrollment, parents whose students have been identified as needing the NYSITELL will receive a flyer notifying them of the upcoming parent orientations. Next, each student identified as a learner of a new language receives a letter with an RSVP note attached to be returned so as to indicate which meeting they will attend. To include a phone master, individual phone calls are made to parents to remind them of the meetings or to schedule a personal meeting. If a parent requests a personal meeting, the Parent Coordinator and one of the ENL teachers sets up a time to meet with the parent for an orientation. The parent sessions are also listed on the school calendar.
- The ENL teachers keep a Google Doc spreadsheet that is shared with the Assistant Principal that tracks parent program choice. Upon parent choice, the students HLIS is marked to indicate the appropriate selection. Finally, necessary ATS reports are completed that monitor parent choice.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
- The ENL teachers keep a Google Doc spreadsheet that is shared with the Assistant Principal that notes whether or not the parent has attended a parent orientation or completed the paperwork. The number of outreach methods is also noted in this document.
9. Describe how your school ensures that placement parent notification letters are distributed.
- The ENL teachers distribute letters to parents, and notify them upon enrollment to look out for these letters. In addition, phone calls are made to homes to notify parents about the letter using the phone service provided by the Translation service from the DOE. Finally, bilingual and general education teachers also remind parents to review the letter. The ENL teachers send home the letter in the language that was indicated as the preferred language on the Home Language Identification Survey. These notes are then backpacked home and a copy is kept in the ELL compliance binder.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
- All ELL documentation is kept in an ELL compliance binder located in a secure location in the ENL classroom. These binders include all of the documentation for the students. Additionally, HLIS and interviews are retained in each student's cumulative record.
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.
- ENL teachers oversee the NYSESLAT administration for the school. Prior to the testing window, ENL teachers run a RLER report on ATS, which identifies and confirms students that are eligible for the NYSESLAT. They cross check this report with the RELC and the RNMR to confirm. The ENL teachers indicate which students in the TBE and the general education classrooms will need to be tested. When the speaking window opens, the ENL teachers individually administer and score the speaking section for all second language learners. They do not administer the speaking portion of the test to students on their rosters. Next, they meet with teachers to schedule the implementation of each session and to confirm the students in their classes that are required to take the test. Additionally, the ENL teachers review testing procedures with the bilingual teachers. When the test window opens for the three sessions, all ENL and bilingual teachers give each session on the specified days. ENL teachers then administer make-ups to complete the process within the testing window.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
- At the start of the year, ENL teachers review the results from the previous spring's NYSESLAT. Based on these results, the ENL teachers complete the continued entitlement and transitional support letters that are sent home. These documents are also retained in the ELL compliance binder. The ENL teachers send home the letter in the language that was indicated as the preferred language on the Home Language Identification Survey. ENL teachers and the Parent Coordinator meet with parents who request clarification in regards to the letters on an as needed basis.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
- After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choice from the parents has been the selection of the Transitional Bilingual Program (TBE) when the family is Spanish speaking. In contrast, when the student speaks a home language other than Spanish, the parents have selected English as a New Language (ENL). More importantly, parents have received their first choice in programing. Parents have never selected Dual Language on the program selection form; though, they are informed about this program model as a choice. For example, of the newly enrolled Kindergarten students in the 2013-2014 school year eleven parents selected TBE while only two parents selected ENL. The placement of these students aligns with the parents' first choice. If parents do not complete the forms, the default is our TBE program so the remaining eligible students are placed in TBE. There was a similar trend in parent choice in the 2014-2015 school year where eleven parents selected ENL, the majority of which were speakers of languages others than Spanish, and twelve parents selected TBE. The numbers demonstrate that

our program models align with parent requests. One area we need to improve upon is receiving 100% attendance at our parent information sessions. We have taken steps such as including the sessions on the calendar for September, and by making more phone calls as a reminder. PS25 in district 7 offers a dual language program that our parents can select. These referrals (when necessary) are offered, recorded, and stored. However, in the past three years no referrals have been necessary.

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.

All students in the Freestanding ENL program will be placed heterogenously in one class for each grade level K-5. For example, all kindergarten students whose parents have opted for Freestanding ENL will be placed in the same kindergarten class. Entering, emerging, and transitioning students will receive both stand-alone ENL and intergrated ENL. These students will receive intergrated ENL four class periods per week, which will be co-taught by a certified ESOL teacher and a certified K-6 elementary school teacher. Further, entering students will be pulled-out for stand-alone ENL for 180 minutes per week, and emerging students will be pulled-out for stand-alone ENL 90 minutes per week. Expanding and commanding students will receive four periods of intergrated ENL per week to further support their language development.
 - b. TBE program. *If applicable.*

All students in the Transitional Bilingual Education program will be placed heterogenously in one class for each grade level K-5. Students will receive one unit of native language instruction, which will be achieved through whole group instruction. Students entering and emerging will receive instruction in the biligual content area subjects (math and science) through small group instruction 2 units per week. Students transitioning and expanding will receive instruction in the bilingual content area subjects (math and science) one unit per through small group instruction. Students entering and emerging will also receive 360 minutes per week of stand-alone ENL, which will be achieved through a combination of stand-alone ENL and intergrated ENL/ELA, which will be at the discretion of the teachers . Transitioning and expanding students will receive 180 minutes per week of intergrated ENL/ELA, which will be co-taught by a common branch teacher with a bilingual extension and a special education teacher.
 - c. DL program. *If applicable.*

N/A
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)?

ENL/ELA will be achieved through stand-alone and intergrated ENL. All students will receive 180 minutes of ENL through whole group instruction. Entering and emerging students will receive an additional 180 minutes of stand-alone ENL, which will be done through small group instruction, which will total 360 minutes of ENL/ELA instruction. All students in the TBE program will receive one unit of home language arts, which will be delivered through whole group instruction. In addition, students entering and emerging in the bilingual program will receive math and science in their native language, and students expanding and commanding will only receive science in their native language.
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.

Transitional Bilingual

Content area instruction is delivered using the following curriculum: for ELA, Teachers College, and for Math, Go Math! The Go Math! curriculum is available in English and Spanish. For science and social studies the teaches create units that follow the New York State Scope and Sequence. Additionally, teachers utilize Hot Topics for science and social studies curriculum. ELA instruction is delivered in the home language. The teachers use translanguaging strategies to support language development in Math. Teachers teach vocabulary explicitly using the Frayer Model, Thinking Maps, and others vocabulary teaching strategies to support language development through comprehensible input. Students vocabulary development is assessed several times a year through Sadlier, a vocabulary development computer software. Additionally, teachers use scaffolds (the SIOP Model) and differentiation to make

content comprehensible and meet the demands of the Common Core. Moreover, native language instruction is available in the content areas in math, science, and social studies. It is delivered according to proficiency levels provided by the NYSESLAT data.

English as a New Language

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

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

We currently use the Spanish LAB to determine native language proficiency in Spanish. We also use informal assessments to monitor progress throughout the year.

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

English as a New Language

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

Transitional Bilingual

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

6. How do you differentiate instruction for 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

a. SIFE

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

b. Newcomers

Data retrieved from ATS includes: the Modality Report, Years of Service, Exam History, Attendance, etc. Materials and instruction in the four modalities are provided to meet the needs of students. Since NCLB requires ELA testing for ELLs after one year, these students are given ELA academic intervention services. These students attend Title III afterschool and Title III summerschool enrichment programs. Within the classroom, there is small group instruction and partner work in which students are paired according to language ability. Classroom libraries are filled with resources in Spanish and books on various levels to meet the needs of the students. The International Children's Library is also used for languages other than Spanish. Also, newcomers are pulled out in small classes by ENL teachers to further support language development. In addition, next year PS1x will purchase System 44 a scholastic foundational reading intervention program that supports newcomers and beginning and early intermediate ELLs 3-6. Furthermore, newcomers also have access to ESL Brainpop in their classrooms, which is a computer program that supports language development in each of the four modalities.

c. Developing

Data retrieved from ATS includes: the Modality Report, Years of Service, Exam History, Attendance, etc. Students who have been in the program for more than three years, continue to receive extra support. Many of these students are still mastering

CALP so their instruction is focused in the reading and writing modalities. This support includes but is not limited to: afterschool programs, early morning programs, parent meetings, and personal conferences with the students and the opportunity to participate in our ELL academies.

d. Long-Term ELLs

Data retrieved from ATS includes: the Modality Report, Years of Service, Exam History, Attendance, etc. We have very few long-term ELLs at PS1x. These students are assessed in order to determine what skills need to be developed for language acquisition. These students participate in our academic intervention programs. In addition, ENL and ELA is provided during the afterschool program. Some long-term ELLs might be referred for evaluation to determine what, if any, is delaying their proficiency in English. Students who may fall under this category may receive SETTS, and there needs are often supported through small group instruction with targeted objectives.

e. Former ELLs

Former ELLs (3-5) receive test accommodations such as, time and a half, separate location, native language support, and exams may be translated in their native language (if available) up to two years after passing the NYSESLAT. In addition to testing accommodations, former ELLs receive integrated ENL in their classrooms four periods per week, which is co-taught by a licensed ENL teacher and a licensed general or special education teacher. These students are monitored closely for academic progress. Classroom teachers and ENL teachers communicate on a regular basis to ensure that sufficient academic progress is being made. Moreover, former ELLs serviced through the Transitional Bilingual program remain in that program for two years following testing proficient. Students serviced via ENL are involved in ENL book buddies as well as other special events hosted by the ENL instructors. Teachers in the TBE and general/special education classrooms continue to use ELL specific scaffolds and differentiation during ELA instruction. Explicit vocabulary instruction also continues in the classrooms. Students also have access to ESL Brainpop in their classrooms to further support their language development.

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.

Despite the re-identification process, the students will continue to receive many forms of language support that our school has included in our curriculum regardless of home language or proficiency. Therefore, the students will continue to receive instruction that includes supports that aid in language development. These include but are not limited to Thinking Maps, TCRWP, ST Math, JIJI, and Seeds of Science. Moreover, PS 1 continues to have the ELA instructional goal of vocabulary development, which means every classroom provides direct instruction in vocabulary and is supported by programming such as Sadlier, school wide word of the week, day and month, and a print rich vocabulary focused environment. These students will likely be encouraged to attend after school as well. Furthermore, since ENL students are grouped heterogeneously by grade, this student will continue to be in a classroom that receives support from the integrated model. If the student has an IEP and is mandated to be in an ICT class, the student will also have the benefit of two teachers and Spanish language support. Finally, students that fall into this category will be reviewed based on mid-year assessments from I-Ready, in-book assessment and TC assessments and end of year assessments such as the NYS exams, I-Ready, in-book assessment, and TC assessments to ensure that academic progress is on track.

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?

ELL-SWDs are taught using grade-appropriate TCRWP and Go! Math. Teachers use a number of instructional strategies to provide access to academic content and English language development such as focused weekly goals, Total Physical Response, direct vocabulary instruction, small-group instruction, bilingual scaffolds, written and visual scaffolds, and the SIOP model. Teachers also provide additional curriculum support through programs such as Foundations, Sounds in Motion, JIJI, I-Ready, and ST Math. Teachers of ELL-SWDs have an increased number of personal in the classroom to assist with providing extra support to include para-professionals and student teachers. Additionally, some ELL-SWDs receive support via the SETTS coordinator using the Wilson Foundations.

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?

To ensure that all ELL-SWDs receive mandated services, all service providers have access to the students' IEP. Bilingual teachers in ICT settings are able to be flexible to meet the needs of ELL-SWDs by using small group instruction throughout the day. This model of co-teaching allows for centers in which students access content and language at their level, which exemplifies flexibility in all areas. ENL teachers of ELL-SWDs are able to provide the least restrictive environment by not exceeding twelve students in small groups. Additionally, ELL-SWDs receive push-in and pull-out small group instruction so as to support them within the curriculum as well as for their specific needs. Overall, these students have already received Tier One and Tier Two interventions and as a result, ELL-SWDs receive small group / one-on-one instruction with a hands on approach to

Chart learning. In addition, there is an emphasis on visual and technical support (such as, SMART boards, document cameras, Learn pads, I-pads, and flip cameras).

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*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

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



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

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

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

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

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

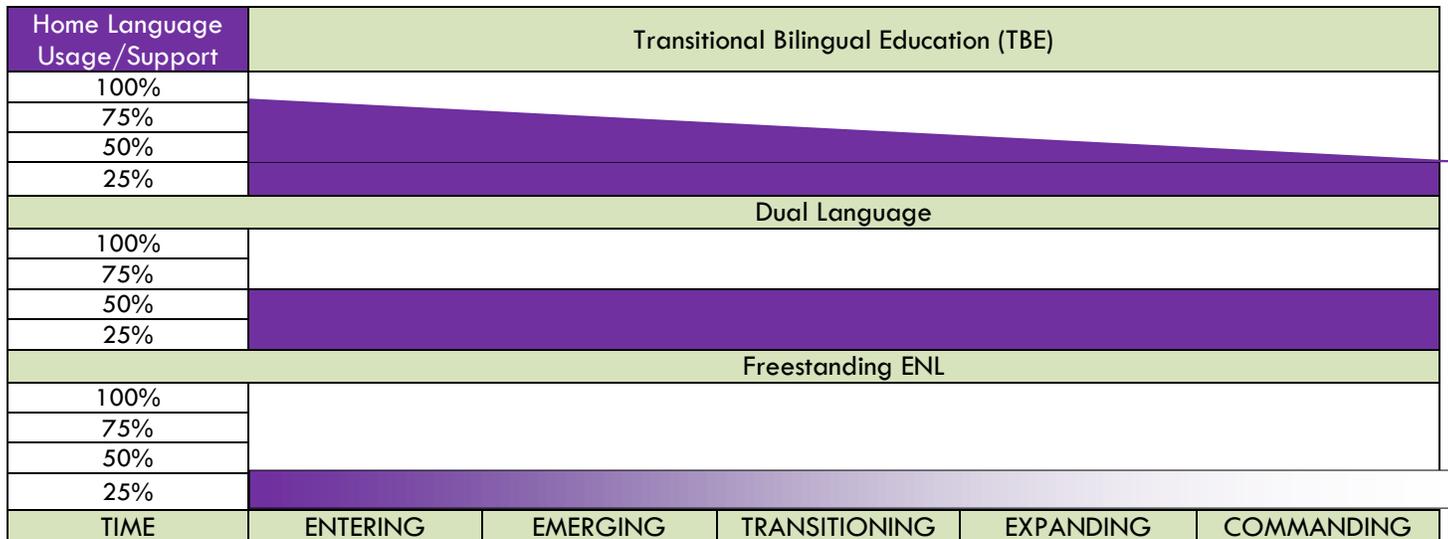


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Targeted interventions for ELLs in ELA in the content areas include: Thinking Maps, Wilson Foundations, Fountas and Pinnell Lessons, Sounds in Motion, Reading Rescue, Reading Recovery, and ESL Brainpop. Based on multiple assessments, Response to Intervention Services (RTI) are provided to students who show a need for support in ELA and the content areas. These students are routinely given Great Leaps in ELA and in math. In addition, several ELLs attend a RTI afterschool program that is co-taught by an ENL and general education teacher. This afterschool program provides at-risk services to several struggling ELLs. Targeted interventions for Math, Science, and Social Studies takes place through small groups instruction to address specific needs in both language and content. Next year, we anticipate ENL teachers pushing-in not only during ELA instruction, but also during Math and Science instruction. These services will continue for two years after ELLs exit the program.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
After reviewing the NYSESLAT data, the patterns reveal that the majority of students are strong in the listening/speaking portions of the examination. The modality areas students need improvement are reading/writing. The goal for next year is to increase proficiency levels in reading/writing amongst all ELLs. The trends show that ELLs need support in all four modalities of language in the following order: writing, reading, listening, and speaking. Therefore, ENL and bilingual teacher create targeted language and content objectives that aim at addressing delays in literacy. Moreover, ENL and Bilingual teachers frequently use scaffolds, sentence frames, thematic units, reading strategies, grammatical instruction, and small group instruction to address both the content and language development of ELLs at PS1x.
12. What new programs or improvements will be considered for the upcoming school year?
In the upcoming school several improvements will be made to the programming at PS1. In grades K-5, ENL teachers will be working with one classroom teacher to provide language support in the classroom to ELLs. Overall, this will infuse more language support into classroom instruction and will assist the general education teacher in meeting the needs of the ELLs. Finally, ENL teachers will be able to attend grade level meetings to plan and to infuse more language support into all classrooms. Another affordance this change provides is smaller, more focused groups for entering and emerging ELLs who will receive additional instruction outside of class. This will also help ENL teachers to provide more focused support to ELL-SWD in smaller, more homogenous groups. Other improvements include additional curriculum supports for bilingual and ENL instruction such as System 44, bilingual texts, and more. Finally, PS1 received a DYCD Compass Summer School Program grant to expand summer programs, which will benefit ELLs because it increases summer offerings.
13. What programs/services for ELLs will be discontinued and why?
At this time, no programs or services will be discontinued for ELLs.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All students within our school building are invited to and attend afterschool programs. At PS1x, we have specified Title III programs that are tailored to support our English Language Learners within our bilingual and ENL programs. However, we also offer a number of other academic related programs, such as Hot Topics afterschool and writing insititues. Additionally, we offer programs that expose students to the arts and music, such as Bronx Arts Ensemble and Vacamas Glow. These programs include our English Language Learners, which exposes students to various artistic media, such as theater, visual arts, film production among others, supporting their speaking and listening skills, and enriching their overall educational experiences.
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.
At PS1x, we utilize a number of instructional supports and supplemental material in order to support language development. Beginning in the Spring of 2015, we have adopted "Thinking Maps", an instructional approach that utilizes 8 visual maps that each are aligned to a specific cognitive approach, such as sequencing or listing. Students then organize their thinking into the maps , within their notebooks or on chart paper. This process supports our students English language development in that they are making clear connections between the map and the cognitive language and tier 2 and 3 vocabulary aligned to their thinking. Additionally, the maps can be used for vocabulary development, text based evidence, metacognition, among others. Next, we utilize content based programs, such as Hot Topics and Seeds of Science to expand our students' experiences in the social studies and science and to build their language development and exposure to academic vocabulary. Finally, we utilize ST Math or Jiji Math which is a mathematics program that uses visual means of exposing students to Common Core aligned math concepts. No language is required in order to be immersed in the program. As a result, regardless of the students' language proficiency level, they are exposed to the grade level standards in an engaging manner. Furthermore, we have numerous devices, such as iPads, Learn Pads, and computers so teachers can individualize the learning for each child using a number of different programs.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
In the Transitional Bilingual classrooms, students receive a minimum of two periods of content instruction in Spanish. For example, the Spanish math curriculum GO! Math is used. Bilingual teachers organize this instruction based on the proficiency level of the students

to determine if small group or whole group instruction is used. Bilingual teachers also provide one period of Spanish language instruction. Bilingual teachers have various resources available to include bilingual math curriculum, Spanish libraries, MYON bilingual library, and translanguaging strategies. In the coming year, we are aiming to add additional bilingual support via increased Spanish text and curriculum resources.

In the ENL classrooms, home language support is provided through a variety of translanguaging strategies such as (but not limited to) four corners discussion, bilingual word walls, preview, view and review with shared language pairs, and bilingual written work. Additionally, ELLs enrolled in the ENL classrooms receive similar supports as the students in the Transitional Bilingual classrooms to include Go! Math in Spanish, bilingual libraries, and MYON bilingual libraries. ENL teachers often use Google translator to assist with vocabulary support. ENL teachers support home language by discussing openly the transfers between English and the home languages either through cognates, similar grammatical structures, or similar phonemes. Moreover, the differences between the languages is also discussed so as to build metalinguistic awareness.

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

Upon enrollement, Ells are placed in the grade level appropriate to their age. If there is concern raised by the parent as well as the teacher of the student, a discussion is had with the administrative team to determine if the student should be placed in a different class. Regardless, Ells receive mandated services based on their proficiency level deteremined by the NYSITELL. The resources and services they receive during ENL and classroom instruction are grade level. Language is supported and scaffolded via ENL methodology so students can access grade level content. Bilingual support is provided when necessary.

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).

Newly enrolled ELLs and their parents meet with the ENL teachers and the parent coordinator at the beginning of the school year or upone enrollement to the school. Parents are welcomed and invited to all activities such as Zumba, extracurrilar parent workshops such as jewelry making and bilingual literacy events.

19. What language electives are offered to ELLs?

N/A

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

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

We apply research-based coaching and teaching strategies to support teaching and learning communities. We are also committed to effective differentiated professional development opportunities for systemic change. Staff development for our bilingual teachers and ENL teachers throughout the year are numerous. They include ENL strategies in the content areas, Reading Rescue training, re-occurring TCRWP professional development, Thinking Maps professional development and coaching, Sounds in Motion staff development, ELL study groups, and Vocabulary study groups. Additionally, teachers seek out professional development opportunities offered by the Office of ELLs and outside resources such as Scholastic, Bank Street, and conferences. These trainings have included a RTI institute for ELLs, TESOL International Conference, Language Series on Language and the Brain, and ELL strategies workshops. When ELL personnel attend these trainings, they turn key the information during the professional development sessions on Mondays to the staff in order to share best practices.

In particular, Bilingual and ENL teachers participate in trainings using the study group format during the Monday time allocated for professional development by the department. These focus on building academic language, ESL methodologies, targeted interventions, vocabulary, and Common Core Learning Standards. We have several cycles of training over the school year. The instructional team, including the administrative team, mentors, and coaches provide support as well as teachers. Intervisitation also occurs so that teachers can observe instruction, and reflect on teaching practices observed during study group.

Professional Development Calendar

Whole Staff	ENL / Bilingual Teachers*
September/October/November	• Opong: Robust Vocabulary for ELLS
• Lepkowski: Supporting ELLs with Interactive Writing and Shared Reading	
• Duolingo (10/16)	
• Thinking Maps Kick-off (10/19)	
• Vocabulary study group (Every other Tuesday beginning 10/20)	
• Word Detectives (10/5)	
• Struggling Structures to Support the Teaching of Phonics and Spelling all year long (10/8)	
• On the run, Transferable small group work that can really move readers and writers (10/16)	
• Tap the Power of Books: Read alouds, Mentor texts, Close reading, and Reading plans can make a difference (11/24)	
• Inter visitations	
• Learning Community Partners	• Lepkowski: Supporting ELLs with Interactive Writing and Shared Reading (Ongoing Study group)
• Opong: Robust Vocabulary for ELLS (Ongoing Study group)	
• Duolingo (Vargas, Perdomo, Lepkowski)	
• Reading Rescue training (RTI- Estrada, Diaz)	
• Thinking Maps (Estrada, Werner, Bradlin)	
• ELLs ways to use non-fiction texts to develop oral language and support information reading (10/23 – Kellogg)	

December/January	• Opong: Robust Vocabulary for ELLS
• Lepkowski: Supporting ELLs with Interactive Writing and Shared Reading	
• Duolingo Training for Staff: Vargas and Lepkowski	
• Thinking Maps with Ellen Todd	
• Vocabulary study group (Every other Tuesday beginning 10/20)	
• Teaching Small Groups that HAVE Big Impact with ELLs (Kellogg)	
• Inter visitations	
• Learning Community Partners	• Lepkowski: Supporting ELLs with Interactive Writing and Shared Reading (Ongoing Study group)
• Opong: Robust Vocabulary for ELLS (Ongoing Study group)	
• Teaching Small Groups that HAVE Big Impact with ELLs (1/13 – Kellogg)	
• Pathways to Proficiency Thinking Maps with ELLs (ongoing: Opong and Lepkowski)	
• Reading Rescue training (RTI- Estrada, Werner, Diaz)	

February/March	• Opong: Robust Vocabulary for ELLS
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- Lepkowski: Supporting ELLs with Interactive Writing and Shared Reading
- Thinking Maps with Ellen Todd
- Vocabulary study group (Every other Tuesday beginning 10/20)
- Duolingo (Lepkowski)
- Pathways to Proficiency Thinking Maps with ELLs (ongoing: Opong and Lepkowski)
- Inter visitations
- Learning Community Partners
 - Lepkowski: Supporting ELLs with Interactive Writing and Shared Reading (Ongoing Study group)
- Opong: Robust Vocabulary for ELLS (Ongoing Study group)
- Pathways to Proficiency Thinking Maps with ELLs (ongoing: Opong and Lepkowski)
- So Much to Say (3/16- Garcia)
- Reading Rescue training (RTI- Estrada, Werner, Diaz)

- April/May/June
- Thinking Maps with Ellen Todd
 - Vocabulary study group (Every other Tuesday beginning 10/20)
 - Duolingo (Lepkowski)
 - Pathways to Proficiency Thinking Maps with ELLs (ongoing: Opong and Lepkowski)
 - Inter visitations
 - Learning Community Partners
 - TESOL Convention Best practices for ELLS (Lepkowski)
 - So Much to Say (Garcia)
 - Critical Literacies (5/4)
 - Lepkowski: Supporting ELLs with Interactive Writing and Shared Reading (Ongoing Study group)
 - Opong: Robust Vocabulary for ELLS (Ongoing Study group)
 - Pathways to Proficiency Thinking Maps with ELLs (ongoing: Opong and Lepkowski)
 - TESOL Convention (Lepkowski)
 - Reading Rescue training (RTI- Estrada, Diaz, Werner)
 - NYSESLAT Training for all ENL and Bilingual teachers

* Professional development is turn keyed to whole staff in most situations

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

There are several programs at our school that provide professional development to teachers to assist in supporting ELLs as they engage in the Common Core Learning Standards. All teachers of ELLs will continue to receive Thinking Maps professional development and coaching throughout the year, which is aligned to the Common Core Learning Standards. Thinking Maps is an instructional tool used schoolwide to develop deeper thinking around content, and it is a school wide common language. As a result, teachers continue to be trained in using specific language that targets the eight ways our brain thinks. Teachers also participate in online learning modules and grade level professional learning communities to learn more about and to discuss further successful implementation. Additionally, ENL teachers will be trained in a specific module that provides additional scaffolds and approaches for ELLs. Furthermore, all teachers will engage in professional development through TCRWP coaches. These sessions will include strategies for aligning ELL instruction with the Common Core Learning Standards as well as sharing and modeling best practices within professional learning communities.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
- Bilingual and ENL teachers work with parents and the guidance counselor to assist in the transition from elementary to middle school for ELLs. The guidance counselor holds parent workshops where parents can ask questions about this transition. Furthermore, students visit middle schools and get to view programs.
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.

As mentioned above, all teachers in the school receive professional development in Thinking Maps and TCRWP, which include support in ELL methodology, strategies and scaffolds as well as preparing ELLs for the Common Core Learning Standards. Also, bilingual and ENL teachers, who attend outside workshops specific to ELLs, turnkey information in an on-site training during the Monday professional development time to all teachers. These sessions meet the 15% of hours for all teachers in ELL specific professional development. Bilingual and ENL teachers receive specific professional development to include the above trainings via study groups, professional development from the department of ELLs, professional development from other institutions such as Bank Street,

conferences, and webinars. The combination of these learning experiences fulfills the 50% of total hours for ELL-specific professional development. In order to track this data, in school trainings keep an agenda and attendance record. Teachers are required to keep their agenda from all outside trainings to ensure attendance.

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?

Each year ENL and bilingual teachers hosts a parent information session on the NYSESLAT. During this parent information session, parents are informed of the dates of the upcoming exams and gain familiarity with the four sections that their children will encounter on the upcoming exam. This year ENL and bilingual teachers explained the changes to the exam and the new levels of proficiency that will be assessed on the exam. Parents are also given sample questions that students may use to practice. Parents are also invited every week to discuss their children's language development needs during Tuesdays parent outreach time. Additionally, parents receive an ENL newsletter, which outlines the goals for the ENL program and a Cluster Team newsletter that explains the monthly instructional goals of ENL. Finally, ENL and bilingual teachers frequently contact parents individually by phone to discuss language development progress, using the DOE Office of Translation services when necessary.

2. (Could not answer below)

Records are kept in a secure area in the ENL classroom. An attendance sheet for each ELL parent meeting is kept for our records, and copies of parent outreach letters are also kept securely in a binder in the ENL classroom.

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.

Paste response here:

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

Our parent coordinator assists the ENL instructors with the compliance meetings for the parents of our ELL population. As previously noted, these take place at the beginning of the school year as well as throughout the year on a case by case basis. Parents offer themselves as volunteers for many programs at our school. ELL families are invited to participate in regular meetings that happen Tuesday during parental involvement time. Invitations are sent in the parents native language. In addition, Learning Leaders is a group of parents that volunteer at our school, and they also help with translation during our meetings. Furthermore, parents are invited to participate in classroom activities as well as shows and performances we host in the building. All communication is sent home in the parents native language or translated to them over the phone. The parent association plays a key role in supporting the academic, social, and cultural areas that support the success of English Language Learners.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? We partner with a variety of organizations that also support our ELL parents, such as instructional workshops that provide information about our instructional programs and Common Core expectations, arts programs such as jewelry making or painting, and healthy eating, among others. The CBO's that we partner with that facilitate these workshops are Cookshop/Foodbank NYC, Project LEAP, Bronx Arts Ensemble, Studio in a School, Team First and Learning Leaders.

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

We work closely with our Parent Coordinator and Parent Association in order to survey parents, hold meetings, and collect anecdotal information in order to address the needs of our parents. Through these meetings, they have provided insight as to the interests of the parents and the needs they may have in terms of social/emotional needs or needs in the community. We work hard in order to accommodate the parents and provide support as needed.

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

Our parental involvement activities guide families of ELL students to make the best decisions for their students. We work closely with the parents of ELLs to ensure that all necessary forms and paperwork are submitted properly and accurately. Translation services are also provided to parents when needed; when translation is not available we request support from the Translation Unit at the DOE. The diverse cultural backgrounds from which the students come from is celebrated and respectfully accommodated by the school so that new families can become part of the PS1 community.

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:

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)
Jorge Perdomo	Principal		10/30/15
Eric Grande	Assistant Principal		10/30/15
Alexandra Batista	Parent Coordinator		10/30/15
Emily Lepkowski/Tiffany Opong	ENL/Bilingual Teacher		10/30/15
Krystal Padilla	Parent		10/30/15
Luisa Valentin	Teacher/Subject Area		10/30/15
Anthony Nunez	Teacher/Subject Area		10/30/15
Rogelio Herrera	Coach		10/30/15
Gina Debellis	Coach		10/30/15
Estebania Jimenez	School Counselor		10/30/15
Elisa Alvarez	Superintendent		10/30/15
Wanda Morales	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: 07x001 School Name: PS1The Courtlandt School
Superintendent: Elisa Alva

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.learnndoe.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.

Home Language Identification Surveys (HLIS) and parent teacher conferences are used to determine what translation services are needed. According to the HLIS, the majority of the families (over 90%) at our school speak Spanish. Additionally, as per the HLIS documentation, we have 6 families that speak Arabic, one French, one Fulani at the current time.

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.

Our parents' preferred written language is in English and/or Spanish. Additionally, our parents who speak Arabic and Fulani request that documents be translated if possible in their home language to help them understand school communications, event notification, and student progress.

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.)

At PS1x, we work to ensure that our parents of various native languages are provided with translated documents in order to have a clear understanding of school events, key information and student progress. Documents that are not available from the DOE website are translated by in-house school staff and/ or outside providers. All parents of English Language Learners receive documents at the beginning of each school year. We provide signs where parents can point to the language of their choice in order to call or make appointments so an interpreter can be available. All other parent communication is distributed to parents at the same time. We use software available on the internet, such as Google and Babel to translate documents for parents. Written translation is provided by school staff in Spanish. The Office of the Parent Coordinator holds a list of interpreters. Some of the documents we translate for parents include: letters, brochures, flyers, notices, handouts, forms, surveys, reference guides, and special calendars as soon as parents are identified as speakers of other languages. The ESL team, which includes the Principal, the ESL instructors, and the Parent Coordinator, determine and plan for interpreters. Interpreters from the translation units of the Department of Education are called as needed. The current language status of each family is maintained in the ATS system and our ELL compliance binder. The data is provided for parents in their program selection form and from the HLIS. All documents are sent home in native languages.

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.

During the school year, we conduct a number of important meetings, events, and informational sessions to parents in order to provide them with key information and clear understanding of the education being provided to their children on a daily basis. We start the year with our ELL Parent Orientation meetings in September and October where we inform the parent community of the programs we have at PS1 to support the English language learners in the building. Next, we provide a number of workshops, facilitated by our Parent Coordinator in Spanish and English, to inform the parents of our school programs, such as the Leader in Me, Studio in a School, Cookshop, Leap Programs such as arts and crafts and Zumba. We also hold our Parent/Teacher conferences 3 times during the school year and provide staff members to assist with translation when needed around the building. These meetings are held on a weekly basis either in the morning or the afternoon to accommodate different parent schedules. Our attendance teachers, family workers, and parent coordinator work closely together as a team to communicate to parents about their students' progress and needs in the school. These staff members are bilingual and can support the teachers in translating and effectively communicating to the parents.

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.

Our parents preferred written language is in English and/or Spanish. Additionally, our parents who speak Arabic and Fulani request that documents be translated if possible in their home language to help them understand school communications, events, and student progress.

PS1 ensures that parents that are Limited English Speaking are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education. Written translation is done by school personnel for Spanish speaking parents, and we use outside systems, such as Google Translate to support translation for other languages as needed. If needed, we reach out to the Translation Unit as well to help with translation.

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

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

Part D: Training Staff on Policies and Procedures

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

Our parents preferred written language is in English and/or Spanish. Additionally, our parents who speak Arabic and Fulani request that documents be translated if possible in their home language to help them understand school communications, events, and student progress.

PS1 ensures that parents that are Limited English Speaking are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education. Written translation is done by school personnel for Spanish speaking parents, and we use outside systems, such as Google Translate to support translation for other languages as needed. If needed, the Translation Unit as well to help with translation.

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

Our parent outreach team, consisting of the school administration, parent coordinator, family workers, and community assistants will work as a unit to ensure that we fulfill all obligations set forth by the Chancellor's Regulations A-663. As a team, we will together review the requirement and make necessary adjustments if needed to ensure we meet all four of these items in the checklist. We will meet on a bi-monthly basis to oversee the status of these items and revise our plan as needed. We will use the A-633 as a guide to monitor our progress over the course of the year.

Part F: Monitoring and Quality Control

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

We will utilize key staff, such as our Parent Coordinator, Family Workers, and Community Assistant in order to gather information from parents as to how effectively we provide access to our school data through interpretation and translation. We will also look at survey data to help us determine the needs of the parents and school community. Finally, we will analyze attendance data from our events and workshops to determine if we are effectively raising attendance levels at the various programs we offer.