



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : _____ PS 971 _____

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): _____ 20K971 _____

PRINCIPAL: ___ RUTH STANISLAUS ___ **EMAIL:** ___ RSTANIS@SCHOOLS.NYC.GOV ___

SUPERINTENDENT: _____ KARINA COSTANTINO _____

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. 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 the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original 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
Ruth Stanislaus	*Principal or Designee	
Laurie Green	*UFT Chapter Leader or Designee	
Joanne Chan	*PA/PTA President or Designated Co-President	
Ralph Pace	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Hussain Abdullah	Member/ Math Specialist	
Tracy Boodoo	Member/Reading Specialist	
Thiri Soe	Member/ESL Specialist	
Christina Wilson	Member/Health Specialist	
Kate Lezama	Member/Parent	
Xiao Ping Cheng	Member/Parent	
Andreas Andros	Member/Parent	
Yan Ling Li	Member/Parent	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 - By June 2012, 75% of Kindergarten and grade 1 students will score a 2, 3 or 4 on their end of year math assessment. This need was measured by end of year 2010-2011 grade assessments in math along with beginning year 2011-2012 teacher made grade assessments. This will continue to be measured through the ECAM assessment given in January and May of 2012.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
 - The factor that has generated this need is examination of student work and teacher data collection through formative informal assessments within the areas of mathematical problem solving, solving story problems and mathematical verbal explanations of solutions.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) Strategies/activities that encompass the needs of identified student subgroups,
The out of classroom math specialist provides supplemental math investigations to deepen the math curriculum delivered in the classroom setting through investigations, and games. All identified subgroups will enter the landscape of learning through these investigations and games. Classroom teacher made assessments are also used to identify the needs and level of learners in each classroom. Strategies and activities also stem from these assessments.
 - b) Staff and other resources used to implement these strategies/activities,
Out of classroom math specialist will give preps to classroom teachers and serve as a supplemental support to students. He will also assist teachers in math investigations, and work along side new staff with math strategies in their classrooms.
 - c) Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
The school has begun using the Atlas online curriculum mapping system, which allows teachers to share plans, and organize their curricula. Teachers also receive an extra prep a week to have grade planning time. Lastly, the staff receives monthly math professional development.
 - d) Timeline for implementation.
The rollout of Atlas began during a summer 3-day retreat in order to train the staff on Atlas and to allow them to plot out this year's units. The weekly planning prep periods, and math professional developments began in September, and are on going throughout the year.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Training and professional development for parents will include workshops on children's mathematical development and thinking. Also included is an overview of the TERC program and math investigations.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- Math specialist has attended summer math institute along with several math workshops given throughout the year. Classroom teachers are also given the opportunity to attend math workshops throughout the year.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- N/A

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- For parent workshops, Title I funds will be used to support the workshop time. Title III funds will be used to develop our teachers in the area of ELL learning which will be aligned with mathematical learning.

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 - By the end of June 2012, 80% of all Kindergarten students will increase reading comprehension and accuracy, reaching Level E or above as measured by the BAS (Fountas and Pinnell Benchmark Assessment System).
 - By the end of June 2012, 80% of all first grade students will increase reading comprehension and accuracy, reaching Level J or above as measured by the BAS (Fountas and Pinnell Benchmark Assessment System).

Performance Targets:

	Fall/Winter 2011	Winter/ Spring 2012
Kindergarten	50% of all students emergent readers/level B or above	80% all students at or above E
1 st Grade	50% of all students at level D/E or above	80% of all students at/above level J

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Reading is a part of all students’ everyday lives. Fluency and comprehension are the central understanding of reading development. As we analyze the data collected from assessments (BAS and teacher created assessments) given at the beginning of the 2011 school year, we noticed many of our students in both Kindergarten and 1st grade are currently in the early emergent and emergent stages of reading development. With the goals we have set for the end of the year our teachers, specialists, other staff members and families will support reading development at each reading stage and teach students at their individual instructional level.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) Strategies/activities that encompass the needs of identified student subgroups,
 - b) Staff and other resources used to implement these strategies/activities,
 - c) Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) Timeline for implementation.

Our school will reach our annual goal through:

- Strengthening literacy development across the content areas
- Documentation of individual student progress in all academic areas
- Analyzing formative and summative data to plan instruction
- Literacy interventions for struggling readers and writers (guided reading, small/strategy groups, differentiated instruction, etc.)
- Creating a culture for supporting literacy in school and at home
- Professional development to support teachers in improve instructional practices
- Increase student achievement by creating and environment increases student motivation and engagement
- Build classroom libraries Fountas and Pinnell Literacy Learning Intervention System
- Wilson Foundations System
- Extended Day Sight Word System
- Programs are delivered during extended day services where students are placed in leveled groups.
- Instruction is given after school.
- Professional development is given in the area of emergent writing and reading instruction
- Developing a consistent curriculum mapping system using the ATLAS curriculum mapping program
- Inquiry groups for staff to examine student work

Strategies to increase parental involvement

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Offering parents English classes to strengthen their English language skills
- NYSESLAT training or parents to help and scaffold their children at home
- Workshops that focus on language development along with reading and writing developmental stages of learning.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
- Classroom teachers and out of classroom specialist will be afforded the opportunity to attend workshops on early childhood learning and language development.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- School fundraising in partnership with the Parent Teacher Association provides opportunities for parents to expand involvement in the classroom, during school based event or academic activities.
- 1% of the Title I budget is set aside for services and activities to promote parent involvement.

- Title III funds will be used for staff in the area of professional development in early childhood language development and communication.
- Funds will be used for Inquiry Team work.
- Funds will be used for Data Specialist to collect data for assessments.

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- By the end of June 2012, we will increase parent involvement by 75% through implementing student-parent academic partnerships along with school-wide community parent partnerships and involvement. This will result in parental practices and communication effectiveness.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
- The factor that generated this goal is a high English language learner population within our school. There has also been a need for parent communication and involvement that will allow our parents to have more of an understanding of the daily routines and community activities of our students and school.
- In collecting data from our previous year of parent involvement and activities, a general need is also to improve the effectiveness of prior parental practices and communication.

Instructional strategies/activities

- The instructional strategies and practices our community adapted was supported by O.F. I. A. (Office of Family Involvement and Action.) O.F.I.A., a New York City Department of Education program that provides information and support to parents in the realm of active involvement in their child's learning.
 - a) Parent as Learning Partners Program: Allows parents to participate in their child's learning within a daily classroom setting.
 - b) Parent Coordinator functions as a liaison to navigate parent involvement through various academic platforms in and outside the classroom setting such as, Parents as Learning Partners and the Harvest Breakfast; to inform daily healthy eating measures in school and at home,
 - c) During parent teacher conferences, parents are introduced to the ARIS Parent Link whereby they are given a login and password to view their child's academic proficiency in the content areas, as well as, data on their monthly attendance.
 - d) Aside from reports that are given out three terms, parents are given a monthly newsletter, which updates parents on previous and present important school dates that encompass the student's learning.
 - e) PTA meetings are alternated from evenings to mornings to allow all parents with a variety of schedules to attend.

- f) Parents and staff are members of our SLT committee and meet each month to review instructional activities and practices.
- g) Workshops are given on healthy eating, technology, community resources and preparing children for the NYSESLAT. In addition, workshops are given on early childhood developmental reading and writing strategies.
- h) ‘We Are New York’ Adult English learning classes will be given to parents and community members.
- i) Staff will always be present at all meetings and events for translation purposes.
- j) All correspondence will continue to be translated into Mandarin and Spanish for our ESL families.
- k) SLT is represented by all cultures in the learning community.

Strategies to increase parental involvement

- Parent Teacher Information Night where the parents are informed about their child’s academic expectations, curricular goals, benchmarks for learning and how they are implemented inside the classroom, as well as, at home with a parent and/or guardian.
- International Night helps the parents to transition into our school community. Also to allow parents to embrace and learn about different cultures of the school community.
- Movie Night: where students and their parents attend and socialize with each other for a night of entertainment as well as learning.
- Harvest Breakfast which allow parents to celebrate the harvest and the act of giving along with understanding our thanks giving time.
- Cultural celebrations and Chinese New Year: The majority of our population is Mandarin so Chinese New Year is a great celebration time. In addition to this Cultural month is celebrated also to learn about other cultures that exist in New York City.
- Dad’s breakfast is also given to promote child and father relationships.

Strategies for attracting Highly Qualified Teachers (HQT)

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

- Teachers implement workshops and information nights where the curriculum is presented to the parents and shown how it can be supported outside the classroom to further benefit their child’s learning.
- Teachers are able to use the learning from professional development in parent workshops.

Service and program coordination

- In order to help parents be better informed about their child’s academic learning, P.S. 971 developed a framework to channel how to assist their child and be better involved:
- Parent surveys to better facilitate involvement and overall needs
- Parents as Learning Partners
- New York Coalition for Healthy School Food that allows parents to examine what their child is eating on a regular basis.
- Bullying program given by our guidance counselor to promote anti-bullying in our school community.
- We Are New York: an English as a second language program for families and community members to better the English speaking.

Budget and resources alignment

- School fundraising in partnership with the Parent Teacher Association provides opportunities for parents to expand involvement in the classroom, during school based event or academic activities.
- 1% of the Title I budget is set aside for services and activities to promote parent involvement.

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By the end of June 2012, we will improve the Listening, Speaking, Reading and Writing components as measured by the New York State English as a Second Language Achievement Test (NYSESLAT) from Spring 2011.

Spring 2012 NYSESLAT Goals

Beginner	Intermediate	Advanced
51	36	10

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

The factor that generated this Language/Communication goal is the Listening and Speaking modalities of the New York State English as a Second Language Achievement Test (NYSESLAT) from Spring 2011, and Listening and Speaking modalities of LAB-R from Fall 2011. The test has four modalities: Listening, Speaking, Reading and Writing. The results of the NYSESLAT Listening and Speaking modalities are as follows:

Spring 2011 NYSESLAT Speaking/Listening Results

Fall 2011 LAB-R Speaking/Listening Results

Beginner	Intermediate	Advanced
56	14	5

Beginner	Intermediate	Advanced
81	11	10

The patterns across NYSESLAT Listening/Speaking modalities show the needs of each student. The patterns show that a majority of our students scored at a beginner level and need support in the speaking and listening skills.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,

- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- d) time line for implementation.

Our school will reach the following goal through:

- Applying content area strategies geared toward student’s area of need
- Applying instructional modalities that reach every learning style
- Plan differentiated instruction based on lesson collaboration with language teachers during common prep time
- Implementing language-based interactive Smart Board software and lessons
- Creating Title III Supplemental programs for the ELLs

Strategies to increase parental involvement

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - Offering parents English classes to strengthen their Language skills in English
 - NYSESLAT trainings for parents to help and scaffold their children at home
 - Implementing parent workshops that focus on early childhood language development and communication.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- Teachers will be offered professional development in the learning of beginning, intermediate and advanced ELL students.
- Teachers will work collaboratively with ESL teachers in developing an understanding of stages of language acquisition.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- N/A

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- Title III funds will be used to promote language learning within our ELL parent community to develop workshops and language strategies.
- Our Title I funds for professional development of staff in the area of language development will also be used to enhance the instruction of our teachers.

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	0	0	N/A	N/A	2	0	0	0
1	56	0	N/A	N/A	1	0	0	0
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<ul style="list-style-type: none"> • Fountas and Pinnell Literacy Learning Intervention System • Wilson Foundations System • Extended Day Sight Word System • Programs are delivered during extended day services where students are placed in leveled groups. • Instruction is given after school.
Mathematics	N/A
Science	N/A
Social Studies	N/A
At-risk Services provided by the Guidance Counselor	<ul style="list-style-type: none"> • Students receive mandated counseling weekly along with at-risk students. Service is given in groups along with individualized service during the school day.
At-risk Services provided by the School Psychologist	<ul style="list-style-type: none"> • School Psychologist provides student and teacher consultations in the form of professional development and weekly services for at-risk students.
At-risk Services provided by the Social Worker	N/A
At-risk Health-related Services	<ul style="list-style-type: none"> • On site nurse is available to tend to all health services for all students.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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 our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our 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 our school community. Our school will support parents and families of Title I students by:

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

Our 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. Our 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 our 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, our 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 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 schools 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 our 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 our school and will work to ensure that our 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;

Our 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;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster 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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader DebraMaldonado/Calvin Hastings	District 20	Borough Brooklyn	School Number 971
School Name P.S. 971			

B. Language Allocation Policy Team Composition [?](#)

Principal Ruth Stansislaus	Assistant Principal N/A
Coach N/A	Coach N/A
ESL Teacher Thiri Soe	Guidance Counselor N/A
Teacher/Subject Area Christina Wilson/Health, Dance	Parent N/A
Teacher/Subject Area Tracy Boodoo/Reading Teacher	Parent Coordinator Yusef Abdullah
Related Service Provider N/A	Other Hussain Abudullah/Math Teacher
Network Leader N/A	Other N/A

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	3	Number of certified bilingual teachers	3	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1		

D. School Demographics

Total number of students in school	164	Total Number of ELLs	119	ELLs as share of total student population (%)	72.56%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

Paste response to questions 1-6 here

1. Initial Identification of ELLs is done through a rigorous process. First, during registration a Home Language Identification Survey (HLIS), along with an informal parent and student interview, is completed in compliance with the questions located on the survey. Our trained pedagogues are responsible for conducting the initial screening, as well as administering the HLIS and the LAB-R. Based on the information provided on the HLIS and analyzing the informal interviews with both parent and student, the student's eligibility to take the LAB-R is decided. If students score below the cut-off scores they are deemed eligible for ELL programs that are currently in place in our school. The parents of these students receive entitlement letters, and invitations to the parent orientation.

The New York State English as a Second Language Achievement Test (NYSESLAT) is administered to the students who have been identified as limited English proficient (LEP) to measure their English language proficiency. P.S 971 looks at the RLER code from ATS report to identify the LEP students who are eligible to take the NYSESLAT. All four modalities of the NYSESLAT is administered under the supervision of our certified ESL teachers, Thiri Soe and Jesenia Bracero, who are also being trained for the NYSESLAT administration and scoring. The speaking subtest is administered at a quiet location separate from other students and is administered between the given dates. The listening, reading, and writing subtests are administered to groups of students on the given dates. Since the NYSESLAT is an untimed test, additional time is provided as necessary. P.S. 971 makes sure to allow any student who are working productively to have as much time as he or she needs to complete the test. Testing accommodations are also provided to the LEP students with disabilities as per their IEP or section 504 accommodation plan (504 plan). Pedagogues administering the HLIS are our three ESL teachers Thiri Soe, Connie Alleo and Jesenia Bracero. LAB-R testing is also administered by our certified ESL teachers, Thiri Soe (Push in/Pull-out ESL teacher), Connie Alleo (Push-in/Pull-out ESL teacher) and Jesenia Bracero (Self-contained ESL teacher).

2. A number of structures are in place in order to ensure that the parents of our ELLs at P.S. 971 understand all of the program choices, options, and rights they are entitled to. Each parent of a newly enrolled ELL is invited (via written invitation) to a parent orientation session. These are held in our school and scheduled in the morning and in the evening, which enables at least one parent or guardian of each student to attend. At the parent orientation session, informational materials are provided and a NYBOE video is viewed by the parents in the language of their choice. A Mandarin translator and a Spanish translator are available to the parents and guardians. After the video is being viewed in the language of their choice, parents or guardians are encouraged to ask questions, through the translators, regarding the video or any concern that they may have about the different programs. Afterwards they are being explained about the different aspect and goals of all 3 programs (Translational Bilingual Education, Dual Language and Freestanding ESL). After they have a complete understanding of the 3 different programs, they are asked to complete the selection form. Afterwards, personal conversations between the parents/guardians and our pedagogues are conducted about their choice of program.

P.S. 971 also makes sure to keep track of parents who are selecting different programs other than Freestanding ESL. Those parents who select different programs other than Freestanding ESL are being explained that their choice of program is being fully respected and we would like to fulfill their wish, but since our school currently does not have Transitional Bilingual Education and Dual language, our school keeps track of their choice. In the mean time, their child will receive ESL service until 15 or more families asking for the same program to create the program.

3. LAB-R answer documents are hand –scored at the school and it is determined whether or not the student qualifies for ESL program at our school. Records of these hand scores are maintained in the office along with the student’s name, ID #, date administered, numbers of right and wrong answers in both subtests (listening/speaking and reading) and total score. After executing Home Language Identification Survey (HLIS) and conducting LAB-R testing, parents and guardians are notified in writing (entitlement letter) of their child’s status as an ELL in a language that they understand and English as mandated by NYSED CR Part 154. Students who score about the cut-off scores receive non-entitlement letter only after the scores appear on the ATS.

4. Placement letter is being distributed to the parents and guardians after the child has been identified as an ELL and the parents and guardians have been responded to the Parent Survey and Program Selection Form. Continued Entitlement Letter is being distributed to the parents and guardians after the child has taken the NYSESLAT and continues to be entitled to receive English language development support in our Freestanding ESL program. Copies of both letters are being kept in binders with separate sections according to the family choice of program such as Transitional Bilingual Education, Dual Language and Freestanding ESL. All the parents and guardians of ELLs are welcomed to consult and communicate with the school in their native language with any concern or questions that they may have.

5. 2010-2011 Parent Survey and Program Selection

Transitional Bilingual Education	Dual Language	Freestanding ESL
0	0	35

Based on the data, we can see that all the parents and guardians had selected Freestanding ESL program for the year 2010-2011. It is to be concluded that the trend in program choices that parents have requested is Freestanding ESL.

6.

Transitional Bilingual Education	Dual Language	Freestanding ESL
0	0	35

According to the data, no parent or guardian selected Transitional Bilingual Education and Dual Language and all parents and guardians selected Freestanding ESL that is offered at our school. Hence, it can be concluded that the program model offered at your school is aligned with parent requests.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes●	No*	If yes, indicate language(s):
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Dual language program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
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Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained	1	0												1
Push-In	3	4												7
Total	4	4	0	0	0	0	0	0	0	0	0	0	0	8

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	119	Newcomers (ELLs receiving service 0-3 years)	119	Special Education	16
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	119		16							119
Total	119	0	16	0	0	0	0	0	0	119

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0

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
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	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	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	13	17												30
Chinese	34	37												71
Russian														0
Bengali														0
Urdu														0
Arabic	2													2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish	1													1
Albanian														0
Other	13	2												15
TOTAL	63	56	0	119										

Part IV: ELL Programming

A. Programming and Scheduling Information
<ol style="list-style-type: none"> 1. How is instruction delivered? <ol style="list-style-type: none"> a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)? b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])? 2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)? <ol style="list-style-type: none"> a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)? 3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development. 4. How do you ensure that ELLs are appropriately evaluated in their native languages? 5. How do you differentiate instruction for ELL subgroups? <ol style="list-style-type: none"> a. Describe your instructional plan for SIFE. b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs. c. Describe your plan for ELLs receiving service 4 to 6 years. d. Describe your plan for long-term ELLs (completed 6 years). 6. 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?

A. Programming and Scheduling Information

7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Paste response to questions 1-7 here

1. Current English Language Learners Instructional Programs

P.S.971 implements a Freestanding English as a Second Language (ESL) Program. The primary goal of the program is to support students in achieving English Language proficiency within three years.

Our goals are to amplify the literacy and academic skills of ELLs who participate in the program, to incorporate recognized and researched based ESL instructional strategies across content subject areas and to give students the skills to perform at city and state grade level in all subject areas

2. The staff of P.S. 971 makes many considerations and adjustments in order to comply with the mandated service minutes required for each language proficiency level and the needs of our ELLs. The ESL teacher provides services to all eligible students. Three hundred and sixty (360) minutes a week are provided to all students at the beginning and intermediate levels and one hundred and eighty (180) minutes a week of service is provided to students who are at the advanced levels. In addition to serving the students according to the state mandates, students also receive attention during the extended day intervention period. We currently have an F- status ELL teacher, who services children based on the push in in and pull out model 3 days a week. The ESL teacher co-teaches with the classroom teachers and the reading teacher during the literacy block in order to build and support language development within the curriculum.

In order to meet the linguistic needs of our ELLs, as well as comply with parental choice and CR Part 154, P.S. 971 provides ESL instruction through push-in and pullout programs. This allows students at the intermediate and beginner levels to be seen twice a day; once in a pullout period and once in a push-in period or in two push-in periods. Where scheduling allows, beginners and intermediate students are serviced during two pullout periods. Also, the administration of P.S. 971 makes every attempt to group ELLs together in their classrooms in order to make push-in scheduling and servicing as efficient as possible. ELLs mandated ELA instruction is delivered by the classroom teacher. For newcomers, P.S. 971 will have native language materials available as part of our ESL library as well as a large selection in the school library. These texts can be used to maintain native language literacy.

3. The ESL Program serves as a focal point of reinforcement for ELLs and provides them with the opportunity to acquire English through ESL methodologies. Teachers use various techniques and approaches taken from the balanced literacy program including Word Study, Guided Reading, Shared Reading, and Read Aloud. Various ESL techniques and approaches employed include Total Physical Response, Language Experience Approach, Cooperative Learning, and the Cognitive Academic Language Learning Approach. Materials being used to teach the ELLs include books on tape, picture dictionaries, guided reading libraries, ESL classroom libraries, texts in native languages, smartboard activities, Foundations program, literacy centers, etc. In order to plan effectively, the ESL teacher at P.S. 971 meet with the

A. Programming and Scheduling Information

classroom teachers of their students on a regular basis. This promotes continuity between ESL instruction and regular classroom instruction. Our ESL teachers provide content area support for ELLs by planning language objectives for all content area lessons and make them explicit to students, emphasizing academic vocabulary development, activating and strengthening background knowledge, promoting oral interaction and extended academic talk, reviewing vocabulary and content concepts and giving students feedback on language used in class.

4. Since P.S. 971 does not currently have dual language and transitional bilingual programs, we currently assess students in English.

5. Newcomer students at P.S. 971 are serviced with the intention of giving them the language skills they need to function successfully in their new country, community, and school. As is the situation with SIFE students, newcomers will also be placed with English speaking peers in an age appropriate environment in order to present them with language acquisition opportunities and extrinsic motivation as well as support from their peers.

Since many newcomers arrive with little to no English in any of the four language skill areas and often with little to no literacy skills in their native language, our newcomers will receive ESL services that are intended to provide both content area and second language instruction with the intent of developing both Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP). Literacy and language development will take place through student participation in the reading and writing workshops in their classrooms as well as further more specialized instruction from their ESL teacher. ESL teachers will work to make content area and language instruction accessible to students by employing sheltered English content instruction as well as scaffolding techniques. Teachers will always meet individual student needs through conferring, small and strategy group lessons. In addition to these supports newcomers should also receive extra attention through after-school programs and additional academic intervention.

Students with interrupted formal education (SIFE) require special attention in order for them to succeed in our educational system. Currently we have no students who are classified on the BESIS as SIFE. However, if one were to be enrolled we know that instructional approaches used to reach SIFE pupils will vary depending on factors such as native language and the level of native language literacy skills.

Besides after school programs and additional academic intervention, our plan to service these students includes teaching grade level content as well as the numerous skills that SIFE students are often lacking. Therefore language classes will be structured in order to address both past content objectives and current content objectives. For example, a SIFE in third grade may need instruction in order to develop literacy skills that his or her peers received in earlier grades. Additionally, a SIFE will receive the opportunity to practice these skills in an age appropriate environment. SIFE students will also be grouped together with peers in order to provide motivation, support, and language acquisition opportunities.

We will service long term ELLs under the belief that each student progresses at his or her own rate through the language acquisition process. Furthermore, we believe any group of learners will be made up of students who are at different stages in their language acquisition and cognitive development.

Following the natural order of language acquisition presented by theorists many students will develop BICS first and CALPS second. Accordingly, our primary focus for long term ELLs will be to develop CALPS so that students can achieve mastery of reading, writing, speaking and listening skills for application in academic content areas. In order to provide them with the extra instruction necessary for success, long term ELLs will also receive instruction in after-school programs and in some cases individualized intervention plans.

6. At P.S. 971 we have ELL students who are designated as Students With Disabilities. This population receives individualized instruction from their classroom teacher, paraprofessionals, and the ESL provider as prescribed by their Individualized Educational Program. Collaboration between teachers is essential to ensuring congruence and focused planning. In addition to this instruction, students in Special

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)	Dual Language
100%	one to one conferencing, visual and print aids. The teachers create a classroom environment where children feel safe as learner to take risks in their learning. All students continue to receive push in and pull out services and well as small group instruction with the reading teacher.	
75%	There are many opportunities for students to speak to staff members in their native language, which helps them transition into the English language.	
50%		
25%		
100%		
75%		
50%		
25%		

Courses Taught in Languages Other than English

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

Paste response to questions 8-17 here

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14. P.S. 971 provides native language support by using the ESL program, (Free Standing English Program.) Within this program, we

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

Beginning

Intermediate

Advanced

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

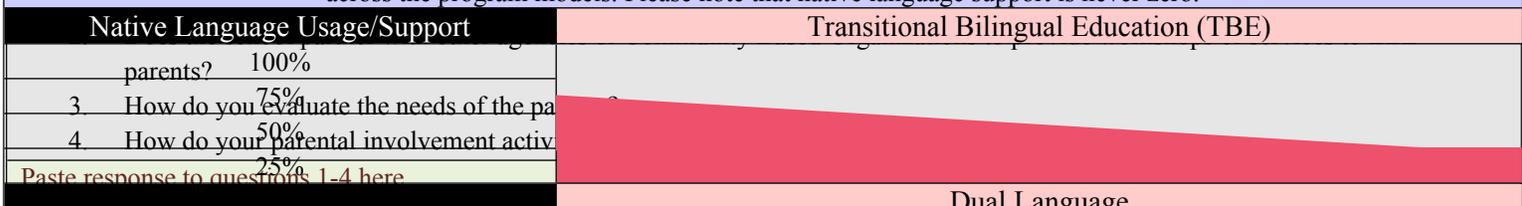
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Professional development will also be geared towards enrichment instruction within the daily class setting and after-school programs. At the moment, psychologist, occupational/physical therapists and speech therapists are not available full-time at our school due to our population and hence we are still figuring out to come up with a common schedule for workshops so that all of them could attend.

2.
Although at this time our students are only in PreK, K and grade 1, staff is supported in implementing Common Core Standards and College Readiness into curriculum design. This support takes place during common grade meetings, staff retreats and informal walk throughs. Our long term plan to support our staff in assisting ELLs into their transition to middle school includes informational parental meetings, school visits and middle school fairs. Our school leadership and guidance counselor are also creating a long term plan to provide professional development such as, academic and emotional development of middle school aged ELLs, to staff in order to assist ELLs as they transition.

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7.5 hours of ELL training will include:
Understanding the system of the NYSESLAT and how to implement strategies into daily curriculum.
Developing a word study program that focuses on oral communication and language development.
Making instruction 'visual' and connecting language development to daily instruction.
Understanding cultural differences

Native Language Usage and Supports

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



E. Parental Involvement

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

Paste response to questions 1-4 here

1. Parent involvement in our school is seamless. We invite parents into our classrooms monthly via Parents as Learning Partners. We have monthly PTA meetings that alternate to accommodate parent's schedules. Parents are also encouraged to volunteer in classrooms in various forms. Parents involvement activities include parent orientation, Harvest Breakfast, Parent's Nights and back to school night. As a new school, we are still in the process of creating and designing parents involvement activities as efficient as possible. Translation services are also available to the parents of ELLs. Due to our ELL population, we have three Mandarin translators and one Spanish translator who make sure that parents know and understand everything that they need to through oral and written language.

2. We have partnered with "We Are New York" a Community Based Organization created by the New York City Mayor's Office of Adult Education and The City University of New York. To help immigrant families assimilate into American culture. They provide classes to learn English, as well as classes that inform adults about their rights and opportunities to fit into the community. Translation services are also available to the parents of ELLs. Due to our ELL population, we have three Mandarin translators and one Spanish translator who make sure that parents know and understand everything that they need to through oral and written language.

3. We evaluate the needs of parents formally through surveys, SLT meetings, and informally through conversations, as well as via the PTA (meetings and PTA council), and our schools parent coordinator.

4. We tailor our afterschool programs for students based on parental concerns, and parental activities (such as programs on how to use the internet) that allow parents opportunities access to various outlets within the community as well as virtually.

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Additional Information

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

1 Paste additional information here

C. Schools with Dual Language Programs

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D. Professional Development and Support for School Staff

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3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

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1.

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Professional Development will be given on Fountas and Pinnell Benchmark Assessment System. This system will be used for assessing reading levels of all ELL students.

Creative Curriculum (Kaplan) will be used as a school-wide study to understand ELL learning and to develop strategies for ELL instruction.

ELL Staff developers from Bank Street will work with classroom teachers, special education teachers, ESL teachers, math teacher, health/dance teacher, reading teacher, paraprofessionals, guidance counselor, secretaries, and parent coordinator in understanding second language acquisition and developing strategies for instructing ELL students.

Professional development will also be geared towards enrichment instruction within the daily class setting and after-school programs. At the moment, psychologist, occupational/physical therapists and speech therapists are not available full-time at our school due to our population and hence we are still figuring out to come up with a common schedule for workshops so that all of them could attend.

2.

Although at this time our students are only in PreK, K and grade 1, staff is supported in implementing Common Core Standards and College Readiness into curriculum design. This support takes place during common grade meetings, staff retreats and informal walk throughs. Our long term plan to support our staff in assisting ELLs into their transition to middle school includes informational parental meetings, school visits and middle school fairs. Our school leadership and guidance counselor are also creating a long term plan to provide professional development such as, academic and emotional development of middle school aged ELLs, to staff in order to assist ELLs as they transition.

3.

7.5 hours of ELL training will include:

Understanding the system of the NYSESLAT and how to implement strategies into daily curriculum.

Developing a word study program that focuses on oral communication and language development.

Making instruction 'visual' and connecting language development to daily instruction.

Understanding cultural differences

E. Parental Involvement

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

Paste response to questions 1-4 here

1. Parent involvement in our school is seamless. We invite parents into our classrooms monthly via Parents as Learning Partners. We have monthly PTA meetings that alternate to accommodate parent's schedules. Parents are also encouraged to volunteer in classrooms in various forms. Parents involvement activities include parent orientation, Harvest Breakfast, Parent's Nights and back to school night. As a new school, we are still in the process of creating and designing parents involvement activities as efficient as possible. Translation services are also available to the parents of ELLs. Due to our ELL population, we have three Mandarin translators and one Spanish translator who make sure that parents know and understand everything that they need to through oral and written language.

2. We have partnered with "We Are New York" a Community Based Organization created by the New York City Mayor's Office of Adult Education and The City University of New York. To help immigrant families assimilate into American culture. They provide classes to learn English, as well as classes that inform adults about their rights and opportunities to fit into the community. Translation services are also available to the parents of ELLs. Due to our ELL population, we have three Mandarin translators and one Spanish translator who make sure that parents know and understand everything that they need to through oral and written language.

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3. We evaluate the needs of parents formally through surveys, SLT meetings, and informally through conversations, as well as via the PTA (meetings and PTA council), and our schools parent coordinator.

4. We tailor our afterschool programs for students based on parental concerns, and parental activities (such as programs on how to use the internet) that allow parents opportunities access to various outlets within the community as well as virtually.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	47													47
Intermediate(I)	17													17
Advanced (A)	4													4
Total	68	0	0	0	0	0	0	0	0	0	0	0	0	68

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKIN	B	26												

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
G	I	30												
	A	9												
	P	4												
READING/ WRITING	B	43												
	I	17												
	A	3												
	P	7												

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

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

Native Language Tests

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

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

1. P.S. 971 uses Fountas and Pinnell assessment to measure the early literacy skills of our ELLs. The Fountas and Pinnell is used to measure student literacy proficiency on specific skills and to evaluate student progress before they reach the testing window. The results of the

Additional Information

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

1 Paste additional information here

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **20K971** School Name: **971**

Cluster: **511** Network: **FHI360**

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

Part A: Needs Assessment Findings

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

Within our school our data and methodologies used to assess translations consist of
Home Language Survey
Teacher family information packets survey
ESL enrollment of students
Examining the levels of students on 2010-11 NYSESLAT scores that may reflect the level of English spoken in the home

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

We found that approximately 87% of our families are Mandarin and Spanish speakers and need intensive translation services
Two thirds of our kindergarten and grade one students are from non-English speaking households
We shared this information through our ELL parent orientation meetings and our general PTA meetings
We supported this through having our bilingual school aide and paraprofessionals translate during our PTA meetings and social events

Part B: Strategies and Activities

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

Translations services are provided by our three bilingual Spanish/Mandarin paraprofessionals and school-aide. Translations are also provided by our bilingual Spanish/Mandarin speaking classroom teachers. In addition, we also have a community service program with the local high school where high school students offer services in the area of translations. All notices and family communications are provided in all three languages- Spanish, English and Mandarin

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

Oral interpretation services are generally given by our paraprofessionals and school-aide during registration periods, parent teacher conferences and other school related events. Bilingual teachers of Spanish and Mandarin speakers have recently been hired as classroom teachers and service parents during conferences also. High school students offer community service in the form of oral translation services

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

Parents are given information in regards to obtaining translation services during parent teacher conferences and IEP meetings.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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 as well as reduced class-size, and/or push-in services.
 - 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.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: PS 971	DBN: 20k971
Cluster Leader: 511	Network Leader: Judi Aronson
This school is (check one): ✱conceptually consolidated (skip part E below) ●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): ●Before school ✱After school ●Saturday academy ●Other:
Total # of ELLs to be served: Grades to be served by this program (check all that apply): ✱K ✱1 ●2 ●3 ●4 ●5 ●6 ●7 ●8 ●9 ●10 ●11 ●12
Total # of teachers in this program: 8 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 6

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:

In order to promote oral communication and language development, our kindergarten and grade students need additional supplemental intensive strategies. This after school program will consist of intensive English language development for kindergarten and grade one ELL students that will focus on the NYSESLAT modalities. We are 87% Mandarin ELL population with many students at a beginning level. Subgroups consist of 80 beginners, 11 intermediate and 10 advanced in both grades. The after school program will be scheduled for Mondays from 2:30 pm - 4:00 pm for approximately 15 weeks. There will be 2 content area teachers and 2 ESL licensed teachers. We will also have an additional session of after school to focus on enrichment of language development that will take place after the NYSESLAT. This will consist of 3 teachers (common branches/bilingually certified) and scheduled for Mondays from 2:30 pm - 4:00 pm for approximately 10 weeks from April to June 2012. Materials for both programs consist of teacher designed curriculum that fit the needs of our ELL students.

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:

We believe that in order to service our ELL population it is a priority for staff to learn and understand the development of language acquisition. Professional development will consist of workshops on English as a second language learning for staff; teaching ELL students through the content areas; assessing ELL students and understanding the language development of ELL learners academically, socially and emotionally. Training will take place once a month on a Wednesday and will be given to staff of afterschool. Workshops will be facilitated by our own ESL teacher along with consultants that specialize in the area of ELL

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

Part D: Parental Engagement Activities

- how parents will be notified of these activities

Begin description here:

Our rationale for activities involves focusing on our ELL parents and enhancing their knowledge of language acquisition and family services available to them in the surrounding community. This in turn will result in supplemental guidance for our students in the area of language. Involvement will include four workshops from November to June. These workshops will focus on understanding the NYSESLAT; examining the various Community Services located within the surrounding neighborhood; Understanding the language development of early childhood; Understanding and applying technology in order to further their education and the experiences of their children. Workshops will be given by our Parent Coordinator, our guidance counselor and teachers along with our ESL teacher and two school aides for translation. Parent involvement will also include family literacy events such as parents as learning partners, adult English classes and parent orientation meetings that focus on understanding the process of English language learning and assessments that go with it. Parents will be notified through the school website, backpacked notices, verbal notice from our school aides and calls home.

Part E: Budget

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

Allocation Amount: \$0

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

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
(Object Code 199)		
Travel		
Other		
TOTAL		