



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 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	
WILSON HUNG	*UFT Chapter Leader or Designee	
CESAR MEDINA	*PA/PTA President or Designated Co-President	
ENNIE CHIN	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	
RACHEL CANTU	Member/TEACHER	
JENNIE KWOK	Member/TEACHER	
TRACY BOODOO	Member/TEACHER	
XIAO PING CHENG	Member/PARENT	
YAN LING LI	Member/PARENT	
LISA CHEN	Member/PARENT	
SONG HUA PENG	Member/PARENT	
KATE LEZAMA	Member/PARENT	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

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 2013, 75% of all students will score 2,3, or 4 on ECAM. This will continue to be measured through the ECAM given twice throughout the school year.

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.
 - This need assessment is based on the lack of formal math assessments for early childhood grades (K-2).
 - The ECAM is needed to monitor school wide progress across grades and provides clear expectations for teachers and students.
 - New York Citywide expectations in the area of mathematics
 - This need assessment is based on the 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.
 - It is also based on assessments given through the Fall 2012 ECAM results.
 - Need is based on monthly data collection in the area of mathematics from classroom teachers.
 - In addition, need is based on constant assessments and data collection given by our Math specialist.

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,
 - I. All identified subgroups will be exposed to open-ended math investigations and math games.
 - II. Using CCLS in alignment with curriculum development and assessment.
 - III. Classroom teacher made assessments are also used to identify the needs and level of learners in each classroom.
 - IV. Strategies and activities to further drive instruction would also stem from these assessments.
 - V. Extended day for at-risk and ELL students will focus on mathematics during each session.
 - VI. Mathematical data will continued to be collected in order to analyze student progress each month.
 - b) Key personnel and other resources used to implement these strategies/activities,
 - I. Out of classroom math specialist, during prep times, will support classroom teachers and serve as a supplemental additional support to students.
 - II. The Math Specialist will also assist teachers in math investigations professional development, and work along side new staff with math strategies in their classrooms.
 - III. Atlas Curriculum Mapping System will be used to continue curriculum development, assessment and instructional transparency.
 - c) Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - I. School wide assessment team will focus on developing meaningful assessments, collecting and analyzing data, and instructional implementation.
 - II. During common planning time, teachers meet to evaluate lessons and assessments each month.
 - III. Smart sheet will be used to record, track and analyze data that is collected.

d) Timeline for implementation.

- I. Timeline given for this goal consist of monthly common planning meetings that focus on mathematics.
- II. Bi-weekly assessment team meetings will be held for the duration on the 2012-13 school year.
- III. Math Specialist and classroom teachers will attend professional development throughout the school year.
- IV. Workshops will be given to classroom teachers and paraprofessionals in the area of mathematical development.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 - Monthly "Parents as Learning Partners" consisting of mathematics will take place throughout the year
 - Family Math Night for parents
 - Parent workshop on early childhood mathematical development will be given during the school year

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

X Tax Levy Title I X Title IIA Title III X Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - 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 year 2013, 75% of the Kindergarten students will increase their reading comprehension and accuracy progressing at least two levels. (ie, AA to A as measured by BAS (Fountas and Pinnell Benchmark Assessment System).
 - By the end of year 2013, 50% of the students in grades one and two will increase their reading comprehension and accuracy progressing at least three levels. (ie, AA to A as measured by BAS (Fountas and Pinnell Benchmark Assessment System).

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.
 - This need has been generated through Fountas/Pinnell collected data in reading and comprehension June 2012.
 - In examining the progression levels of our students in grades kindergarten, 1 and 2 in the area of word study and phonics
 - Reviewing the CCLS in literacy.
 - Reviewing the New York Citywide Elementary Literacy expectations.
 - Understanding as most of our kindergarten students enter the school system, they are early emergent and emergent readers.
 - Examining our extended day data collected after each extended day session.
 - Analyzing formative and summative data.
 - Examining the student literacy performance tasks given during the school year.
 - Our school population of ELL student's new to the country and language along with the early childhood learning grade levels of our school.

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) Key personnel 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:

- Weekly teacher grade meeting to discuss and share best practices, reading strategies that will help strengthen student's overall achievement
- Classroom teachers sharing online Atlas curricular strategies and Smartsheet literacy assessment strategies that are implemented successfully in their classroom
- Strengthening literacy development across all content areas including science and social studies
- Documentation of individual student progress in all academic areas
- Aligning instruction to CCLS
- Analyzing student progress through given performance tasks.
- 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
- After school programs in enrichment to promote the development of oral language and language acquisition.
- 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.

- Online 24-hour Parent Communication System
- NYSESLAT training
- Parents as Learning Partners Workshops that focus on language development along with reading and writing developmental stages of learning.

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 X Tax Levy X Title I Title IIA X Title III Grants Other

Service and program coordination

- 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.
- Title 1 funds will be used for enrichment after school program to promote language development for K-2 students.

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 2013, 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 the beginning of the year of parent involvement and activities, a general need is also to improve the effectiveness of prior parental practices and communication.

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) Key personnel 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.
- 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 reintroduced 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) Staff will always be present at all meetings and events for translation purposes.
 - i) All correspondence will continue to be translated into Mandarin and Spanish for our ESL families.
 - j) SLT is represented by all cultures in the learning community.
 - k) Students and parents receive awards and recognition for perfect attendance and punctuality.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

- 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.
- Family Art Night

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - 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 2013, 65.3% of ELLs will improve their proficiency level on the NYSESLAT. 13.7% of ELLs will attain proficiency on the NYSESLAT and exit the program.

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.
 - Students will be assessed based on the NYSESLAT.
 - Examining the patterns across the NYSESLAT modalities to show the needs of each student.
 - Student assessments aligned with the CCLS.
 - Fall LAB-R results will also be used
 - Teacher made classroom assessments along with end of unit reading assessments.
 - Fountas/Pinnell reading level assessments.

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:
 - e) Strategies/activities that encompass the needs of identified student subgroups,
 - f) Key personnel and other resources used to implement these strategies/activities,
 - g) Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - h) Timeline for implementation.
- Applying content area strategies geared toward student's area of need in reading and writing
- Development of an Assessment Team to focus on analyzing ELL assessments.
- Applying instructional modalities that reach every learning style
- Using the English Language Learning Standards to drive instruction.
- 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 in the form of a NYSESLAT afterschool program
- Monthly meetings for staff to collaborate in planning and curriculum development
- Extended day will focus on ELL students in reading, writing and word study
- Professional development will be given to staff in the area of English Language Learning for early childhood

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). 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 and workshops for parents to help and scaffold their children at home

- Implementing parent workshops that focus on early childhood language development and communication
- Incorporating the co-teaching model between classroom teachers and ESL teachers
- Incorporating “Parents as Learning Partners” with a focus on language development

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- 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,
 - a) key personnel and other resources used to implement these strategies/activities,
 - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - c) timeline for implementation.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<ul style="list-style-type: none"> • ESL • Reading groups • At- Risk SETSS 	<ul style="list-style-type: none"> • Pull out small group and push in/ co-teaching small group. • Pull out small group, Pull out one to one, Push in small group, and push in one to one. • Pull out small group. 	<ul style="list-style-type: none"> • During school day • During school day • During the school day.
Mathematics	<ul style="list-style-type: none"> • At-Risk SETSS 	<ul style="list-style-type: none"> • Pull out small group. 	<ul style="list-style-type: none"> • During the school day.
Science			
Social Studies			
<u>At-risk services</u> <ul style="list-style-type: none"> • Guidance Counselor • Speech Therapist 	<ul style="list-style-type: none"> • Social emotional learning, bullying intervention, Behavior management. • Speech therapy and reading intervention. 	<ul style="list-style-type: none"> • Pull out one x one. Pull out-group. Push in one x one. Peer to peer mediation. • Pull out small group. Push in small group, Pull out individual. Push in individual. 	<ul style="list-style-type: none"> • During the school day. • During the school day.

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

Recruitment:

- Principal, UFT representative and staff members will conduct the interviewing process. Candidates will submit application through open market or on line, interview and perform a demonstration lesson.

Assignments:

- Teacher assignments will be based on licensing and certification.
- 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.

Support:

- Support will be based on the Danielson framework for Teaching.
- 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.
- Teachers are able to use the learning from professional development in parent workshops.
- Classroom teachers and out of classroom specialist will be afforded the opportunity to attend workshops on early childhood learning and language development.
- 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.
- Teachers will attend professional development in the area of common core standards development

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in 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 including the NYSESLAT exam;
- 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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by promptly 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 and accountable for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully by using my words;
- always try my best to learn, problem solve and focus on solutions
- take care of myself through eating healthy, exercise and staying active
- use my mind to think and be creative

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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%
------------------------------------	------------	----------------------	------------	---	---------------

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):

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

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

ELL Program Breakdown														
	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
Bengali														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
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

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

A. Programming and Scheduling Information

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 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

A. Programming and Scheduling Information

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 Education are also serviced with the Wilson Program (Foundations) by the school's Special Education teacher.

7. At P.S. 971, the teachers of the ELL-SWD population differentiate instruction in all content areas with the use of small strategy groups, one to one conferring, 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. There are many opportunities for students to speak to staff members in their native language, which helps them transition into the English language.

Courses Taught in Languages Other than English ⓘ

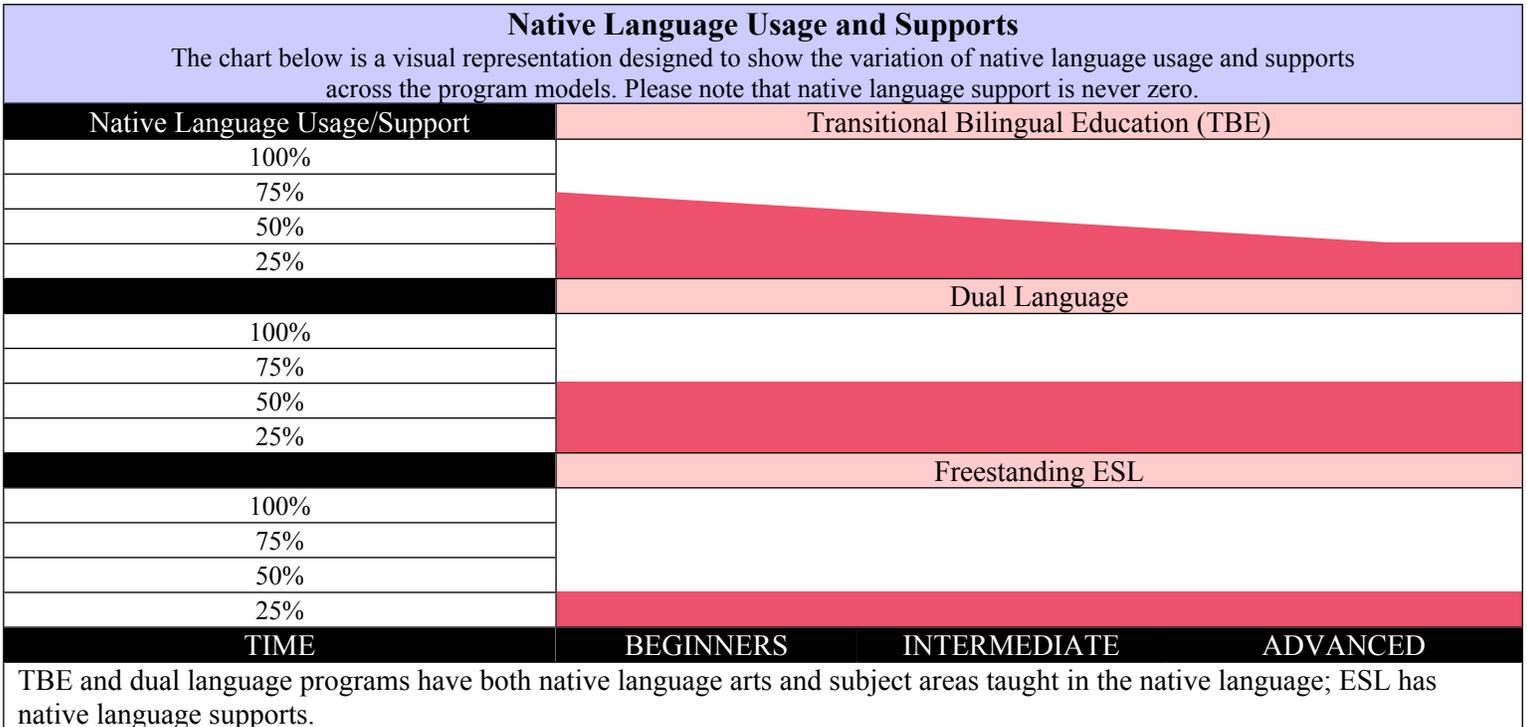
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

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

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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

8. School community is centered on creating environment that allows all learners to flourish. Teachers, Paraprofessionals and School Aides who speak the ELL population's native language provide additional support when needed throughout each school day. In addition, other interventions such as, extended day zooms in on ESL population, where strategies in phonics-based and sight word learning is paramount. During this intervention program, specific subgroups are defined from 1-3, 3 being mastery status. Strategies in phonics based and sight word learning is applied to reinforce and provide optimal reinforcement for ELL advancement. In addition, careful evaluation of LAB-R and NYSESLAT data results help align the instructional measures to ensure that the ELL population receives adequate interventions in not just the ELA content area, but also, integrated throughout instruction in math and the like. Our population is served by one math teacher and the program offered includes Math In the City. In science, the intervention program that we use is Harcourt School Publishers program and in social studies, the intervention program that we use is Houghton Mifflin Harcourt program. The Freestanding ESL program uses a number of programs in set curriculums in addition to teacher-developed materials. Curriculums employed include Award Reading Program, Sundance Comprehension Strategy Kits and Weekly Reader Focus on Reading Content Area Intervention Kits. We plan to use all of these materials in the 2011-2012 school year. In addition to these programs our curriculum also uses our large guided reading library to allow for differentiated ELA instruction.

9. ESL teachers at P.S. 971 provide transitional support of 2 years for ELLs who are exiting from ESL program. They support them by having conversations with them about their ordinary life, school and any struggle that they may face in the new environment, paying attention to their academic needs as well as their emotional development in general education, pulling them out twice a month to give them any additional support that they may need. Our plan of testing accommodations for former ELLs include time extension on all exams, providing small groups in a separate location on all exams, providing bilingual glossaries on all exams, oral translation for lower incidence languages for content area exams, and writing responses in the Native Language for content area exams.

10. As a new school, currently P.S. 971 is under the process of analyzing our ELLs needs and struggles to tweak and improve instructions given to them as well as creating new programs for them in the upcoming school year.

11. Now upon our second year, all programs/services for ELLs will remain intact and continue.

12. Future enrichment afterschool activities will provide an outlet for the ELLs to further interact and demonstrate language skills in a recreational and hands on manner. For instance, cooking class allows students to enjoy a shared experience that is a commonality amongst all cultural backgrounds; allowing language to be used in a group setting. In addition, other enrichment programs such as, dance, reading through music and puppet making allow students to activate other areas of interest beyond the academic realm as an additional supplement and lense for activating continual language use.

13. Technological and literacy based programs such as Starfall and Foundations provide visual images to text to reinforce sight word and vocabulary building. In addition, through interactive literacy clear images with text allows students to build upon their language proficiency. Also, materials such as, flashcards are used daily to reinforce sight word building and language usage. Other materials such as, sequencing games for the student to express the order of events, nursery rhymes, big books, reader's theatre, student labeled school

environment, student created center charts, word walls, color charts, puppets, letter tiles, listening center, also provide additional learning support to our school ELL population.

14. P.S. 971 provides native language support by using the ESL program, (Free Standing English Program.) Within this program, we provide support by creating native language libraries. In addition, a dynamic of building native language classrooms where school staff members who speak ELL native language allow learners to bridge the gap allowing students to learn, express, and generate content more confidently and independently. Native language support is provided by using literature in English or the students' home language, that features the students' language and cultural groups. Native language support is also provided by encouraging students to maintain and develop their first language at school, at home and in the community. Our teachers make attempts to learn about the culture of the children we teach by listening to our students and show interest in their cultures; planning assignments that bring students' cultures, families, languages and experiences front and center; talking with colleagues, parents, and friends who share the students' backgrounds; reading and watching movies and listening to music and plans to travel to the students' home countries if possible.

15. Yes, required services support and resources correspond to ELLs ages and grade levels by carefully designing units based on the needs of our ELLs at their current age and grade level, designing lesson plans that are age and grade appropriate, and following New York State English as a Second Language Standards for specific grade levels. Resources such as foundations program, internet literacy based programs such as Starfall, flashcards, games, nursery rhymes, big books, reader's theatre, color charts, puppets, letter tiles, and interactive literacy images also support and correspond to our kindergarten and first grade leveled ELLs.

16. Although P.S. 971 wasn't able to provide activities in the school to assist newly enrolled ELL students before the beginning of this school year, we are carefully planning to create activities for the newly enrolled ELLs for the upcoming school year. As of now, the planned activities include parent open night before the school begins in September.

17. At this time, P.S. 971 does not offer electives to the ELL population.

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

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.

1.

All classroom teachers, special education teachers, ESL teachers, math teacher, health/dance teacher, reading teacher will receive professional development in designing curriculum through using the Atlas System that focuses on differentiating instruction for all ELL students

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.

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 /SPEAKING	B	26												
	I	30												
	A	9												

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	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

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 grades. The results of the Fountas and Pinnell will be used to help students, parents, and teachers set and monitor progress towards student literacy goals. The results of the Fountas and Pinnell assessment are not available yet, hence data cannot be provided. However, after the results are in, we will be looking at the reading and writing modalities that our students struggle most with and modify our instructional plan accordingly.

2. Based on the RNMR data report, LAB-R and NYSESLAT scores in grade K, we noticed that the students scored advanced in speaking and listening. However, in reading and writing the majority of students scored in the beginner level. Below is the LAB-R data:

Speaking/Listening	Reading
26-Beginners	43-Beginners
30-Intermediate	17-Intermediate
9-Advanced	3-Advanced

3. The patterns across NYSESLAT modalities--reading/writing and listening/speaking--show the needs of each student. To meet these needs, we strongly focus on differentiated instruction to meet students with their needs by taking diverse student factors into account when planning and delivering instruction as well as structuring learning environments that address the variety of learning styles, interests, and abilities found within a classroom. Rather than simply "teaching to the middle" by providing a single avenue for learning for all students in a class, teachers using differentiated instruction match tasks, activities and assessments with their students' interests, abilities and learning preferences. By looking at the patterns across NYSESLAT modalities, teachers provide several learning options, or different paths to learning, which help students take in information and make sense of concepts and skills, and teachers also provide appropriate levels of challenge for all students, including those who lag behind, those who are advanced and those right in the middle. Staff members involved in the NYSESLAT process are our certified teachers Thiri Soe and Jesenia Bracero.

4. a. Based on the RNMR data report on the NYSESLAT scores in grade K, 26 students score beginners in listening/speaking and 46 students score beginners in reading/writing; 30 students score intermediate in listening/speaking and 17 students score in reading/writing; 9 students scored advanced in listening/speaking and 3 students scored advanced in reading/writing. The pattern shows that our ELLs are performing better on listening/speaking than on the reading/writing. At the moment, only one grade (kindergarten) has taken the NYSESLAT last Spring and hence pattern across grade levels cannot be compared. Staff members involved in the NYSESLAT process are our certified ESL teachers Thiri Soe and Jesenia Bracero.

b. P.S. 971 administers the ELL periodic assessment two times per school year. The ESL teachers share the results with the classroom teachers of the students to identify strengths and weaknesses. The teachers use these results to focus and differentiate their instruction, on the modalities and skills that students seem to struggle most with.

c. By analyzing the performance of ELLs from the Periodic Assessments, our school has learned to improve the instructions delivered to the students. We have learned to strongly focus on differentiated instruction to meet students with their needs by taking diverse student factors

into account when planning and delivering instruction as well as structuring learning environments that address the variety of learning styles, interests, and abilities found within a classroom. Rather than simply "teaching to the middle" by providing a single avenue for learning for all students in a class, teachers using differentiated instruction match tasks, activities and assessments with their students' interests, abilities and learning preferences. By looking at the patterns across NYSESLAT modalities, teachers provide several learning options, or different paths to learning, which help students take in information and make sense of concepts and skills, and teachers also provide appropriate levels of challenge for all students, including those who lag behind, those who are advanced and those right in the middle.

5. At the moment, P.S. 971 does not offer dual language programs.

6. We evaluate the success of our ESL program by measuring student progress toward English proficiency. We keep our goals in line with those of the state education department's Annual Measurable Achievement Objectives, while keeping in mind the level of each student's native language skills. Our students who arrive with little to no native language literacy skills often struggle more, and we are aware of that fact. We accept that these students will not, on average, make progress as quickly as a student who is on grade level in their native language.

Additional Information

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

Paste 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

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	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.

2012-13 Comprehensive Education Plan (CEP)

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: <u>P.S. 971</u>	DBN: <u>20K971</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: <u>127</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>4</u>
of certified ESL/Bilingual teachers: <u>4</u>
of content area teachers: <u>4</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Rationale: To learn the English language and the American culture through the Arts, music, art, dance, skits, field trips to zoos, museums, parks, theaters, dance recitals in order to expose them to the American culture.

Subgroups and grade levels of students to be served: Beginner, intermediate and advanced students from grades K-2

Schedule and duration: The program will be schedule every Friday for the students along with professional development and planning days for teachers. The duration on the program is from November 9th 2012 until April 26th, 2013

Language of instruction: English

Types of materials: a variety of oral language activities through games, art materials, percussion instruments, big books which contain plays and poems to be acted out, costumes, puppets, listening center, CDs of classical, jazz, modern music, consturction paper, writing paper, pencils, crayons, markers

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 know that it is imperative that all staff involved with our ELL population receive professional development. This will take place in the form of learning about language acquisition, on English as a Second Language, teaching ELL students through content areas, Collecting and recording data for assessing ELL students, understanding different cultures socially, emotionally and academically. Training for after school NYSESLAT staff will take place once a month on Fridays and will be given by our own ESL teacher along with other consultants that specialize in the area of ELL students.

Part D: Parental Engagement Activities

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

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

Begin description here:

Our rationale for parent activities involves focusing on or ELL parents, enhancing their knowledge of language acquisition and early childhood development. This will also come in the form of family services available to them in the surrounding community. This will result in supplemental guidance coming from the home in the area of language. This will also include four workshops on understanding the components of the NYSESLAT; examining technology and its use in language development along with applying it to further the learning of ELL children; Connecting the parents with surrounding community services and understanding early childhood development. Workshops will take place between November and June and be facilitated by our ESL teachers, our guidance counselor and reading and math specialist. We will also use school aides and paraprofessionals for translation services. Parent engagement activities will also include family literacy events such as Parents as Learning Partners, parent orientation meetings that focus on understanding the common core implementation and its use with ELL students and core subjects. Information would communicated through the school website, backpacking notices, verbally during arrival and dismissal times along with home calls.

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 		

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.
materials. <ul style="list-style-type: none">• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		