Department of Education

Dennis M. Walcott, Chancellor

2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

School Name: PUBLIC SCHOOL 97- THE HIGHLAWN SCHOOL

DBN (*i.e. 01M001*): 21 K097

Principal: MARIA FAMOSO, I.A.

Principal Email: MFAMOSO@SCHOOLS.NYC.GOV

Superintendent: ISABEL DIMOLA

Network Leader: NEAL OPROMALLA

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Maria Famoso	*Principal or Designee	
Kathleen O'Hagan	*UFT Chapter Leader or Designee	
Barbara DaSilva	*PA/PTA President or Designated Co-President	
Marie Reich	DC 37 Representative, if applicable	
N/A	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
N/A	CBO Representative, if applicable	
Judy Raihofer	Member/ Teacher	
Angela Cisternino	Member/ Teacher	
Frank Modena	Member/ Teacher	
Ying Fong Mui	Member/ Parent	
Maureen Maxwell	Member/ Parent	
Lisa Addeo	Member/ Parent	
Thelleza Kadiu	Member/ Parent	
Giulia Cacciuottolo	Member/ Parent	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	

**Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.

- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.

- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.

- Align their goals with the current citywide instructional expectations**.**

- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.

- Conduct a needs assessment of your school

- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.

- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

- Enumerate the strategies and activities that will be implemented to achieve each goal.

- Identify all fund sources that will be used for the completion of each activity.

- List the projected timeline for completion of each activity, including the start and end date of each activity.

- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
X	**School Leadership Team Signature Page**
X	**Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)**
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	**Academic Intervention Services (AIS)**
X	**Title I Plan (Only for schools receiving Title I funding)**
X	**Parent Involvement Policy (PIP)**

Goal and Action Plan #1

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 2014, the percentage of all students performing at or above proficiency in English Language Arts will increase by seven to ten percent as measured by the 2014 New York State English Language Arts Asessment.

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.

Our current school population is 824 students with a large number of ELL students. The ethnic population of the school is diverse. At this time, 22% of our students are English Language Learners receiving services. Following is a breakdown of the home languages of these English Language Learners, according to the home language report: Chinese (81), Spanish (57) , Arabic (16), Urdu (8), Russian (7), Vietnamese (3), Albanian (2), Bengali (2), Uzbek (2), Cantonese (1), Georgian (1), Italian (1), Polish (1), and Tadzhik (1).

Data from the 2013 New York State English Language Arts Assessment reflects our need to focus on English Language Arts as one of our three primary goals. As a school community, we noted the performance shifts in the New York State Testing program has resulted in a new benchmark level of our student scores in English Language Arts. The implementation of the New York State Common Core Learning Standards is an instructional expectation for the State of New York. Increasing the rigor in our classrooms and implementing the common core-aligned curriculum and assessments will allow us to build on our progress and improve student performance.

- In the Spring of 2013, 41.9% of our third grade students scored at a level 3 or 4 on the state examination.
- In the Spring of 2013, 37.2% of our fourth grade students scored at a level 3 or 4 on the state examination.
- In the Spring of 2013, 46.4% or our fifth grade students scored at a level 3 or 4 on the state examination.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

The key strategies/activities that encompass the needs of all identified student subgroups are:

1. All teachers will be provided with professional development supporting understanding of Depth of Knowledge, Universal Design for Learning, Common Core Curriculum, and assessment alignment.
2. Select teachers will participate as Instructional Leads (network-based) and/or in the Teacher Leadership Program (cluster-based) to improve teacher practice, evaluate student work, and align curriculum and assessment to facilitate student learning.
3. Implementing a common core-aligned reading curriculum and utilizing selected rigorous tasks in English Language Arts for students in grades Kindergarten through five.
4. Scaffolding literacy instruction through the use of multiple entry points to give all learners access to grade level curriculum.
5. Using the Wilson Reading System for at-risk students.
6. Providing programs in literacy beyond the scope of the regular school day.
7. Providing extended English Language Arts instruction in a small group setting based on individual student needs.

B. Key personnel and other resources used to implement each strategy/activity

The key personnel involved are all pedagogical and support staff: Principal, Assistant Principal, General Education teachers, Special Education teachers, AIS providers, ESL teachers, Related Service providers and Paraprofessionals.

1. At Public School 97 a top priority is professional development of the staff in the areas around the new Common Core Learning Standards. To achieve this goal, classroom, cluster, English as a Second Language, and Academic Intervention Service teachers will receive professional development in the ReadyGen curriculum throughout the school year and turn-key these practices to the staff within the building. In addition, professional development around Depth of Knowledge, Universal Design for Learning and assessment alignment will take place during staff development days and our data inquiry hours.
2. Two classroom teachers are Instructional Leads and eleven staff members are participating in the Teacher Leadership Program to improve teacher practice, evaluate student work, and align curriculum and assessment to facilitate student learning.
3. Classroom teachers are utilizing the common core-aligned ReadyGen curriculum for English Language Arts and administering selected common core-aligned performance tasks throughout the school year across grades Kindergarten through five.

4. Classroom teachers and support staff are utilizing the scaffolded instruction techniques included with the common core-aligned ReadyGen curriculum for English Language Learners and students needing strategic support. Our staff is also utilizing the program's graphic organizers for support of learning modalities.

5. We have two reading specialists working as our AIS providers who are trained in the Wilson program who meet with targeted students based on state and school data.

6. At Public School 97, we provide extended day, Academic afterschool program in English Language Arts and an afterschool program for English Language Learners focusing on remediation and further acquisition of comprehension skills beyond the school day.

7. The two Public School 97 reading specialists also meet with students utilizing both a push-in and pull-out model to address individual needs in a small group model. In addition, our ESL teachers meet with differentiated English Language Learner groups in a small group setting using a push-in model.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

Our key ways of evaluating progress, effectiveness, and impact of each strategy/activity:

1. Our classroom teachers, AIS providers, ESL teachers and related service providers meet weekly in grade meetings. There, they discuss instructional techniques, and adapt reading instruction of our new common core-aligned curriculum, based on their professional development. This allows them the opportunity to address the needs of formative assessments of the students.

2. Our instructional leads and Teacher Leadership Program participants share literature and facilitate school wide research-based protocols during our data inquiry hours.

3. The school uses the ReadyGen unit assessments for grades Kindergarten through five. Each unit assessment will be given throughout the 2013-2014 school year. Classroom teachers are utilizing selected common core- aligned performance tasks, adapted quizzes, and common core-aligned end of unit assessments for formative and summative data assessments that encompass reading, writing, vocabulary, and comprehension.

4. Classroom staff utilize the ReadyGen *If…Then* formative assessment technique to monitor progress of the students during the implementation of the strategies and activities.

5. The reading specialists work with classroom teachers to collaboratively identify at-risk students in need of Wilson intervention

and administer the WADE (Wilson Assessment of Decoding and Encoding) initial assessment of consonants, vowels, sight words, spelling, and sentence dictation. Ongoing progress is monitored through formative assessment using word list charting and dictation pages. Summative assessment of the impact of the strategy is gained through a bi-monthly post-test.

6. Our seven academic and four ELL after school program teachers use common core-aligned formative assessments monthly to assess the progress, effectiveness, and impact of our afterschool program on the students and adjust their instruction accordingly.

7. Assessments for small groups include Teacher's College reading and writing assessment, conferencing, quizzes, higher order thinking questioning, and close reading techniques.

D. Timeline for implementation and completion including start and end dates

Items 1-7 – Our timeframe is inclusive of September 2013 through June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

The programmatic details and resources that will be used to support each instructional strategy/activity are:

1. The quarterly curriculum training days for ReadyGen will be serve as a professional development resource utilized for training of classroom staff in our common core-aligned curriculum.

2. Research-based protocols are provided to Teacher Leadership Program participants for utilization during professional development sessions and evaluated during grade meetings and data inquiry hours.

3. The ReadyGen common core-aligned curriculum anchor and supporting texts, as well as, teacher chosen augmented materials are utilized for literacy activities.

4. The ReadyGen common core-aligned curriculum teacher manuals contain the scaffolded instruction techniques and graphic organizers for learning modalities implemented by the teaching staff.

5. Our reading specialists utilize the following resources: Dictation Resource Book, Wilson's manuals, digital resources and magnetic boards, visual charts, dry erase white boards, controlled and non-controlled text, word cards, and index cards.

6. Academic afterschool, utilizes the New York Common Core Coach English Language Arts as a resource for their instruction.

7. The AIS providers are utilizing Houghton Mifflin Journeys texts with graphic organizers, charts, text based vocabulary cards with the leveled readers as well as the Progress Coach Empire Edition English Language Arts and Assessments.

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).

A) Parents will have regular opportunities to participate in events where the home school partnership is emphasized and instructional strategies/opportunities in literacy are shared. This includes family nights, parent workshops, trips and conferences as described in detail in the PIP.

B) Parents will receive monthly information on curriculum units/skills and strategies in literacy that are being studied through newsletters, and the Echalk school website.

C) Parents will receive feedback through progress reports and report cards to identify growth towards goals in English Language Arts.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	**Tax Levy**	**X**	**Title IA**	**X**	**Title IIA**	**X**	**Title III**		**Set Aside**		**Grants**

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #2

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 June 2014, the percentage of all students performing at or above proficiency in Mathematics will increase by seven to ten percent as measured by the 2014 New York State Mathematics Assessment.

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.

Our current school population is 824 students. Our 2013 data from the New York State Mathematics Assessment reflects our need to focus on mathematics as one of our three primary goals. The implementation of the New York State Common Core Learning Standards is an instructional expectation for the state of New York. As a school community, we noted the performance shifts in the New York State Testing program has resulted in a new benchmark level of our student scores in mathematics. Increasing the rigor in our classrooms and implementing the common core -aligned curriculum and assessments will allow us to build on our progress and improve student performance.

- In the Spring of 2013, 54.6% of our third graders performed at a level 3 or 4.
- In the Spring of 2013, 55.2% of our fourth graders performed at a level 3 or 4.

- In the Spring of 2013, 56.8% of our fifth graders performed at a level 3 or 4.
- At the school level, 49% of third graders (inclusive of ICT/12:1:1/SETTS/ELL/General Education students) scored at a 50% or below on the common core-aligned Go Math prerequisite skills inventory.
- At the school level, 37% of fourth graders (inclusive of ICT/12:1:1/SETTS/ELL/General Education students) scored at a 50% or below on the common core-aligned Go Math prerequisite skills inventory.
- At the school level, 38% of fifth graders (inclusive of ICT/12:1:1/SETTS/ELL/General Education students) scored at a 50% or below, on the common core-aligned Go Math prerequisite skills inventory.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

The key strategies/activities that encompass the needs of all identified student subgroups are:

1) At Public School 97 a top priority is professional development of the staff in the areas around the new Common Core Learning Standards. To achieve this goal, classroom, cluster, English as a Second Language, and Academic Intervention Service teachers will receive professional development in the Go Math curriculum throughout the school year and turn-key these practices to the staff within the building. In addition, professional development around Depth of Knowledge, Universal Design for Learning and assessment alignment will take place during staff development days and our data inquiry hours.

2) Select teachers will participate as Instructional Leads (network-based) and/or in the Teacher Leadership Program (cluster-based) to improve teacher practice, evaluate student work, and align curriculum and assessment to facilitate student learning.

3) The school uses the Go Math Chapter assessments for grades Kindergarten through five. Each chapter assessment will be given throughout the 2013-2014 school year. Classroom teachers are utilizing common core-aligned critical area performance based tasks and quizzes for formative and summative data assessments.

4) Classroom staff and AIS teachers provide scaffolding math instruction through the use of the Go Math Intensive Intervention

activities.

5) The teachers implement rigorous common core- aligned critical area performance based tasks for grades Kindergarten through five.

6) At Public School 97 we provide programs in mathematics going beyond the scope of the school day.

7) At our school we are implementing mathematics problem solving techniques through mathematics cluster teachers, who are incorporated into a weekly schedule.

2. Key personnel and other resources used to implement each strategy/activity

The key personnel involved are all pedagogical and support staff: Principal, Assistant Principal, General Education Teachers, Special Education Teachers, AIS providers, ESL, Related Service Providers and Paraprofessionals.

1. At Public School 97 a top priority is professional development of the staff in the areas around the new Common Core Learning Standards. To achieve this goal, classroom, cluster, ESL and AIS teachers will receive professional development in the Go Math curriculum throughout the school year and turn-key these practices to the staff within the building. In addition, professional development around Depth of Knowledge, Universal Design for Learning and assessment alignment will take place during staff development days and our data inquiry hours.

2. Two classroom teachers are Instructional Leads and eleven staff members are participating in the Teacher Leadership Program to improve teacher practice, evaluate student work, and align curriculum and assessment to facilitate student learning.

3. Classroom teachers are utilizing the common core-aligned Go Math curriculum for mathematics and administering common core-aligned critical area performance based tasks throughout the school year across grades Kindergarten through five that will encompass problem solving skills and mathematical computation skills.

4. Classroom teachers and support staff are utilizing the scaffolded instruction via the Response to Intervention strategies included with the Go Math curriculum; with classroom teachers using interventions targeted for Tier 1 and Tier 2 and AIS support providers utilizing Tier 3 interventions.

5. We have two teachers working as our Mathematics AIS providers who have trained with our network personnel this year and meet with targeted students based on state and school data.

6. At Public School 97, we provide extended day, an Academic afterschool program and an English Language Learners afterschool program focusing on remediation and further acquisition of mathematical skills beyond the school day.

The two Public School 97 mathematics cluster teachers utilize a whole class model to address student problem solving needs.

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

The targets to evaluate the progress, effectiveness, and impact of each strategy/activity:

1. Our classroom, AIS, ESL teachers and related service providers meet weekly in grade meetings to discuss mathematics strategies and adapt approaches and methods within our new common core-aligned curriculum, based on their professional development, in order to address the needs identified during formative assessment of the students.

2. Our instructional leads and teacher leadership program participants' share literature and facilitate research-based protocols during our data inquiry hours.

3. The school uses the Go Math chapter assessments for grades Kindergarten through five. Each unit assessment will be given throughout the 2013-2014 school year. A beginning of the year, mid-year and end-of-year assessment is part of the program, as well as a pre-requisite skill inventory is administered. Classroom teachers are utilizing common core-aligned critical performance based tasks, quizzes, and enrich and relearn target sheets for formative and summative data assessments that encompass computation, vocabulary, strategies, and problem solving.

4. Classroom staff utilize the Go Math *Show What You Know* formative assessment technique to guide instruction (e.g., group work) of the students during the implementation of the strategies and activities and follow-up with the appropriate reteach materials.

5. The mathematics AIS teachers work collaboratively with the classroom teachers to identify at-risk students in need of intervention. Ongoing progress is then monitored through formative assessment. Summative assessment of the impact of the strategy is gained through the administered chapter test.

6. Our seven academic and four ELL after school program teachers use common core-aligned formative and summative assessments monthly to assess the progress, effectiveness, and impact of our afterschool program on the students and adjust their instruction accordingly.

7. Our mathematics cluster teachers use formative assessments which include: conferencing, problem checks and higher order

thinking questioning to determine the effectiveness of the instruction.

4. Timeline for implementation and completion including start and end dates

Items 1-7 – Our timeframe is inclusive of September 2013 through June 2014

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

The programmatic details and resources that will be used to support each instructional/activity are:

1. The quarterly curriculum training days for Go Math will be one of the professional development resources utilized for training of classroom staff in this common core-aligned curriculum.
2. Research based protocols are provided to teacher leadership program participants for utilization during professional development sessions and evaluated through teacher feedback during grade meetings, common planning time, and the data inquiry period.
3. The Go Math common core-aligned curriculum, critical area performance based tasks, as well as, teacher chosen augmented materials are utilized for the mathematics program.
4. The resources utilized to support scaffolding by the classroom staff and classroom teachers are the Go Math Response to Intervention texts, as well as, the teacher manuals' text embedded quick checks.
5. AIS teachers are using the Go Math Response to Intervention texts and digital resources to support their small group, at-risk target population.
6. The extended day and afterschool academic staff are using common core-aligned grade appropriate instruction, and as needed, hands-on math manipulatives for instruction.
7. The mathematics cluster teachers are drawing from the digital resources of Go Math and Engage New York, as well as, researching other common core-aligned problem solving tasks as their resources for instruction.

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).

A) Parents will have regular opportunities to participate in events where the home school partnership is emphasized and instructional strategies/opportunities in mathematics are shared. This includes family nights, parent workshops, trips and

conferences as described in detail in the PIP.

B) Parents will receive monthly information on curriculum units/skills and strategies in mathematics that are being studied through newsletters, and the Echalk school website.

C) Parents will receive feedback through progress reports and report cards to identify growth towards goals in mathematics.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
X	**Tax Levy**	**X**	**Title IA**	**X**	**Title IIA**	**X**	**Title III**		**Set Aside**		**Grants**
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #3

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 June 2014, students currently performing in the lower third in English Language Arts and Mathematics will make an achievement gain of seven to ten percent in English Language Arts and Mathematics in the 75 percentile or higher growth measure as measured by the 2014 New York State English Language Arts and Mathematics Assessments.

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.

We have identified seventy-nine students in English Language Arts and eighty-two students in Mathematics as the subgroup containing the lower third of our students.

While these students have made progress, our 2013 New York State examination data has made them our third goal. Therefore, we as a school community are trying to maximize their educational potential by increasing the rigor in our classrooms and implementing the Common Core Learning Standards aligned to curriculum and assessments; which will allow us to build on our progress and bring students to higher performance levels.

English Language Arts (percentages are for the following population: our bottom third sub population students in ELA (rounded to total 100%):

4th Grade English Language Arts Lowest Third Distribution by Level 1 and Level 2	
Level 1	Level 2
39%	4%

5th Grade English Language Arts Lowest Third Distribution by Level 1 and Level 2	
Level 1	Level 2
47%	10%

- For the Spring 2013 New York State English Language Arts State assessment, 1.8% of our Integrated Co-Teaching population scored at a level 3 or 4 in English Language Arts.

- On the 2013 New York State English Language Arts State assesment, 51.5% of our Self-contained/ICT/SETTS students were at the 75 percentile or higher for growth.
- Among our lowest third, 69.1% were at the 75 percentile or higher growth on the New York State English Language Arts assessment.

- Among English Language Learners, 55.1% were at the 75 percentile or higher for growth on the New York State English Language Arts assessment.

- At the school level, 86% of our third grade students moved three or more reading levels in their pre-to-post reading assessments.

- At the school level, 100% of our fourth grade English Language Learners moved three or more reading levels in their pre-to-post reading assessments.

- At the school level, 86% of our fifth grade students moved three or more reading levels in their pre-to-post reading assessments.

- At the school level, below is the distribution of our lowest third students for English Language Arts by class:

Fourth Grade Lowest Third Distribution by Class: English Language Arts					
12:1:1 Students	English Language Learners	Integrated Co-Teaching Students	General Education Students	ELL and 12:1:1 Students	ELL and ICT Students
2	7	9	9	2	4

Fifth Grade Lowest Third Distribution by Class: English Language Arts					
12:1:1 Students	English Language	Integrated Co-	General Education	ELL and 12:1:1	ELL and ICT

	Learners	Teaching Students	Students	Students	Students
8	4	13	11	4	5

Mathematics (percentages are for the following population: our bottom third sub population students in Mathematics (rounded to total 100%):

4th Grade Mathematics Lowest Third Sub Population Distribution by Level 1 and Level 2 Students	
Level 1	Level 2
21%	24%

5th Mathematics Lowest Third Sub Population Distribution by Level 1 and Level 2 Students	
Level 1	Level 2
32%	23%

- For the Spring 2013 Math State Exam, 17.2% of our Integrated Co-Teaching Population scored at a level 3 or 4 in mathematics.
- On the 2013 New York State Mathematics assessment, 76.0% of our Self-contained/ICT/SETTS students were at the 75 percentile or higher for growth.
- Among our Lowest Third, 87.8% showed a 75 percentile or higher growth on the New York State Mathematics assessment.
- Among English Language Learners, 68.5% were at the 75 percentile or higher for growth on the New York State Mathematics assessment.
- At the school level, below is the distribution of our lowest third students for Mathematics by class:

Fourth Grade Lowest Third Sub Population Distribution: Math					
12:1:1 Students	English Language Learners	Integrated Co-Teaching Students	General Education Students	ELL and 12:1:1 Students	ELL and ICT Students
3	4	7	13	5	4

Fifth Grade Lowest Third Sub Population Distribution: Math					
12:1:1 Students	English Language Learners	Integrated Co-Teaching Students	General Education Students	ELL and 12:1:1 Students	ELL and ICT Students
5	4	12	15	4	4

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

The key strategies/activities that encompass the needs of all identified student subgroups are:

1. All staff members will be provided with professional development supporting understanding of Depth of Knowledge, Universal Design for Learning, Common Core Curriculum and assessment alignment in literacy and mathematics.
2. Select teachers will participate as Instructional Leads (network-based) and/or in the Teacher Leadership Program (cluster-based) to improve teacher practice, evaluate student work, and align curriculum and assessment to facilitate student learning.
3. Implementing the ReadyGen Common Core Learning Standards reading curriculum and the Go Math Mathematics Program (common core-aligned).
4. Utilizing rigorous critical area and other performance based tasks in English Language Arts and mathematics for students in grades Kindergarten through five.
5. Scaffolding literacy and mathematics classroom instruction through the use of multiple entry points to give all learners access to grade level curriculum.
6. Using the Wilson Reading System for at-risk students in English Language Arts.
7. Providing programs in English Language Arts and mathematics going beyond the scope of the school day.
8. Implementing problem solving techniques through mathematics cluster teachers, which are incorporated into a weekly schedule.

9. Academic Intervention Service teacher (AIS) utilizing the push in and pull out model of instruction to meet student needs in English language arts and mathematics.

10. English as a Second Language support for current English Language Learners using Teaching of English to Speakers of Other Languages (TESOL) strategies.

2. Key personnel and other resources used to implement each strategy/activity

The key personnel involved are all pedagogical and support staff: Principal, Assistant Principal, General Education Teachers, Special Education Teachers, AIS providers, ESL, Related Service Providers and Paraprofessionals.

1. At Public School 97 a top priority is professional development of the staff in the areas around the new Common Core Learning Standards. To achieve this goal, classroom, cluster, ESL, and AIS teachers will receive professional development in the ReadyGen curriculum throughout the school year and turn-key these practices to the staff within the building. In addition, professional development around Depth of Knowledge, Universal Design for Learning and assessment alignment will take place during staff development days and our data inquiry hours.

2. Two classroom teachers are Instructional Leads and eleven staff members are participating in the Teacher Leadership Program to improve teacher practice, evaluate student work, and align curriculum and assessment to facilitate student learning.

3. All in-classroom teachers and support and supporting staff are utilizing the Common Core aligned ReadyGen curriculum for English Language Arts and the Common Core aligned Go Math curriculum. Administering select Common Core aligned critical performance based tasks throughout the school year across grades K-5.

4. Classroom and cluster teachers will use rigorous common core-aligned critical area performance based tasks in mathematics and selected performance tasks in English Language Arts.

5. Classroom, clusters, ESL, AIS, afterschool teachers and paraprofessionals will support instruction with materials that provide multiple entry points for all students.

6. We have two reading specialists working as our AIS providers who are trained in the Wilson program who meet with targeted students based on state and school data.

7. Seven teachers will provide instruction during the afterschool academic program and four additional teachers will provide

instruction as part of our English Language Learners afterschool program.

8. Two mathematics cluster teachers (one for our upper grades and a second teacher for our lower grade students) will provide instructional support for problem solving skills.

9. At Public School 97, we provide Academic Intervention Services in both English Language Arts and mathematics, with four teachers supporting English remediation and instruction and two teachers providing mathematics intervention services.

10. We have four ESL teachers providing support to our ELL population using both a push in/pull out model.

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

The targets to evaluate the progress, effectiveness, and impact of each strategy/activity are:

1. Our classroom, AIS, ESL teachers and related service providers meet weekly in grade meetings to discuss mathematics strategies and adapt approaches and methods within our new common core-aligned curriculum, based on their professional development, in order to address the needs identified during formative assessment of the students in both subject areas.

2. Our instructional leads and Teacher Leadership Program participants turn-key literacy and mathematics protocols during our data inquiry hours.

3. The school uses the ReadyGen unit assessments and the Go Math chapter assessments for grades Kindergarten through five. These assessments will be given throughout the 2013-2014 school year. In addition, the staff is using embedded formative assessments for both ReadyGen and Go Math including *If…Then* and *Show What You Know.* In mathematics a prerequisite skills inventory, a beginning of the year, mid-year, and end-of-year assessment are administered.

4. Classroom/cluster teachers will administer rigorous critical area performance based tasks in mathematics.

5. For ReadyGen, each unit assessment will be given throughout the 2013-2014 school year. Classroom teachers are utilizing selected common core-aligned tasks, quizzes, and end of unit assessments for formative and summative data that encompasses reading, writing, vocabulary, and comprehension. AIS teachers will use Go Math Response to Intervention texts and digital resources to support their small group, at-risk targeted population.

6. The reading specialists will work with classroom teachers to collaboratively identify the at-risk students in need of Wilson intervention and then administer the WADE (Wilson Assessment of Decoding and Encoding) initial assessment of consonants,

vowels, sight words, spelling, and sentence dictation. Ongoing progress will then be monitored through formative assessment using word list charting and dictation pages. Summative assessment of the impact of the strategy is gained through a bi-monthly post-test.

7. Our seven academic and four ELL teachers in the afterschool program use common core- aligned formative assessments in both literacy and mathematics to assess the student progress monthly and adjust their instruction accordingly.

8. Our mathematics cluster teachers use formative and summative assessments which include: conferencing, embedded Go Math problem checks, higher order thinking questioning, and common core-aligned performance tasks to determine the effectiveness of instruction.

9. Assessment for small group in literacy include Teacher's College reading and writing assessment, conferencing, quizzes, higher order thinking questioning, and close reading techniques. In addition, AIS teachers are using the Go Math Response to Intervention texts and digital resources to support their small group, at-risk target population.

10. The ESL teachers use conferencing, in-class dialogues, the NYSESLAT books pretest and writing selections for formative assessments. In addition, they use the NYSESLAT book practice tests for summative assessment.

4. Timeline for implementation and completion including start and end dates

1. Items 1-10 – Our timeframe is inclusive of September 2013 to June 2014.

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

The programmatic details and resources that will be used to support each instructional/activity are:

1. The quarterly curriculum training days for ReadyGen and Go Math will be one of the professional development resources utilized for training of classroom staff in this common core-aligned curriculum.

2. Research-based protocols are provided to Teacher Leadership Program participants for utilization during professional development sessions and evaluated during grade meetings, common planning time and data inquiry hour.

3. The ReadyGen anchor and supporting texts, along with the Go Math common core-aligned curriculum, are utilized by instructional staff for the literacy and mathematics program.

4. The ReadyGen Common Core performance based unit assessments and Go Math critical area performance tasks are the resources used to support the literacy and mathematics strategies and instruction.

5. The ReadyGen and Go Math Common Core curriculum teacher manuals contain the scaffolded instruction techniques and graphic organizers for learning modalities implemented by the instructional staff.
6. Our reading specialists utilize the following resources: Dictation Resource Book, Wilson's manuals, digital resources and magnetic boards, visual charts, dry erase white boards, controlled and non-controlled text, word cards, and index cards.
7. The afterschool academic staff utilizes the New York Common Core Coach English Language Arts as a resource for their instruction and digital resources for common core aligned grade appropriate instruction, and as needed, hands-on mathematics manipulatives.
8. The mathematics cluster teachers utilize the digital resources of Go Math and other common core-aligned curriculum, including Engage New York.
9. AIS teachers are using the Go Math Response to Intervention texts and digital resources to support their small group, at-risk target population.
10. Our ESL staff utilize TESOL strategies and techniques and the NYSESLAT books pretest and writing selections for formative assessments. In addition, they use the NYSESLAT book practice tests for summative assessment.

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).

A) Parents will have regular opportunities to participate in events where the home school partnership is emphasized and instructional strategies/opportunities in mathematics are shared. This includes family nights, parent workshops, trips and conferences as described in detail in the PIP.

B) Parents will receive monthly information on curriculum units/skills and strategies in mathematics that are being studied through newsletters, and the Echalk school website.

C) Parents will receive feedback through progress reports and report cards to identify growth towards goals in English Language Arts.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	X	Title IIA	X	Title III		Set Aside		Grants

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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.

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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
1. Strategies/activities that encompass the needs of identified subgroups
2. Key personnel and other resources used to implement each strategy/activity
3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
4. Timeline for implementation and completion including start and end dates
5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
	Tax Levy		**Title IA**		**Title IIA**		**Title III**		**Set Aside**		**Grants**
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #5

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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
8. Strategies/activities that encompass the needs of identified subgroups
9. Key personnel and other resources used to implement each strategy/activity

10. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
11. Timeline for implementation and completion including start and end dates
12. Describe programmatic details and resources that will be used to support each instructional strategy/activity

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
	Tax Levy		**Title IA**		**Title IIA**		**Title III**		**Set Aside**		**Grants**
List any additional fund sources your school is using to support the instructional goal below.											

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	**Type of Program or strategy *(e.g. repeated readings, interactive writings, etc.)***	**Method for delivery of service *(e.g. small group, one-to-one, tutoring, etc.)***	**When the service is provided *(e.g. during the school day, before or after school, etc.)***
ELA	At risk students are those students who perform at levels one and two on standardized exams as well as those students who demonstrate need as determined by formal and informal classroom assessments, and those identified as not making grade level progress. **Universal Design for Learning aligned curriculum modification** is used through a push in model where AIS providers work with small groups of students in grades Kindergarten through five in classrooms. In collaboration with administrators and classroom teachers, students are selected based on performance level. AIS teachers modify instruction in alignment with UDL principles. In addition, students in grades three through five in need of remedial support are given the opportunity in a separate location to further address their academic needs. **Targeted AIS using Fundations and Wilson** through pull out instruction, AIS providers work with small groups of students in grades Kindergarten through five.	P.S. 97 provides AIS through two delivery models during the regular school day: **Push In Model:** AIS providers modify classroom lessons using multiple entry points to meet the needs of the students utilizing: visual aids, computer technology, vocabulary, questioning, discussion techniques, and scaffolding instruction. AIS teachers work with students in small groups and in a one-to-one setting. **Pull Out Model:** Teachers provide targeted instruction to students on an individualized basis, or in a small group setting (five students maximum) utilizing the Wilson Reading Program. Extended day and after school programs service students through small group instruction.	These services are provided throughout the school day, extended day, and in after school programs.

	Extended Day Program is designed for academic intervention. **Academic/ELL After-School Programs (ELA)** are designed to provide small group instruction. Reader's Theatre, Journeys, and Common Core Coach resources support instruction in these afterschool programs.		
Mathematics	At risk students are those students who perform at levels one and two on standardized exams as well as those students that demonstrate need as determined by formal/informal classroom assessments, and those identified as not making grade level progress. **Universal Design for Learning Curriculum Modification** is used through a push in model where AIS providers work with small groups of students in grades Kindergarten through five. In collaboration with administrators and classroom teachers, students are selected based on performance level. **Targeted Instruction through a Pull Out Model** is being utilized as AIS providers work with small groups to develop problem solving strategies and improve computation skills. **Extended Day Program** is designed for academic intervention.	P.S. 97 provides AIS through two delivery models during the regular school day: **Push In Model:** AIS providers modify classroom lessons using multiple entry points to meet the needs of the students utilizing: visual aids, computer technology, vocabulary building, mathematics manipulatives, questioning, discussion techniques, and scaffolding instruction. AIS teachers work with students in small groups and in a one-to-one setting. **Pull Out Model:** Teachers provide targeted instruction to students on an individualized basis, or in a small group setting (five students maximum) to work on problem solving skills and mathematical computation. Extended day and after school programs service students through small group instruction.	These services are provided throughout the school day, extended day, and in after school programs.

	Mathematics After-School Programs are designed to provide small group, and individualized instruction based on student need.		
Science	At risk students are those students who perform at levels one and two on standardized exams as well as those showing deficiencies as determined by formal/informal assessments, and those not making grade level progress. **Universal Design for Learning Curriculum Modification in Content Areas** is being utilized by a push in model, where AIS providers work with small groups of students in grades Kindergarten through five. In collaboration with classroom teachers and administrators, students are selected based on performance levels. Classroom assessments, and exam data are used to make this determination. **Extended Day Program in Scientific Inquiry** is designed for enrichment purposes and made available to those students who performed at or above grade level standards. **After-School Program in Scientific Inquiry** is designed for at risk students who are those who performed at levels one and two on standardized examinations as well as those showing deficiencies as	**Push in Method-** AIS providers modify the lesson using multiple entry points to meet the needs of the students utilizing: visual aids, computer technology, vocabulary building, questioning and discussion techniques, scaffolding and one to one conferencing. Small group instruction is utilized in extended day and after-school programs.	These services are provided during the school day, extended day, and in afterschool programs.

	determined by formal/informal assessments, and those not making grade level progress.		
Social Studies	At risk students are those students who perform at levels one and two on standardized examinations as well as those students who demonstrate need as determined by formal and informal classroom assessments, and those identified as not making grade level progress. **Universal Design for Learning Curriculum Modification in Content Areas** is being utilized by a push in model, where AIS providers work with small groups of students in grades Kindergarten through five. In collaboration with classroom teachers and administrators, students are selected based on performance levels. Classroom assessments, and examination data are used to make this determination.	**Push in Method-** AIS providers modify the lesson using multiple entry points to meet the needs of the students utilizing: visual aids, computer technology, vocabulary building, questioning, discussion techniques, scaffolding and one-to-one conferencing.	These services are provided throughout the school day.
At-risk services ***(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)***	The **Guidance Counselor** focuses on the social and emotional needs of students in order to support academic success. Through comprehensive school counseling programs of developmental, preventative, and remedial services, school guidance counselor addresses academic development, and personal/social development of students. The **Social Worker** is a member of	The Guidance Counselor services students one day per week in small group settings and one to one sessions. This is dependent upon mandates and includes at risk students. Additionally, we have a part-time guidance counselor two days per week who services at risk students for mediation and crisis support.	These services are provided throughout the school day.

	the School Assessment Team. When referred to the team for an educational evaluation, the social worker is responsible for meeting parents to obtain a student's developmental history. This helps to assess issues within the developmental framework. Additionally, the social worker provides individual and clinical counseling to deal with issues (behavioral, isolation, interactions with peers, teachers, etc.) with their academic performance. The social worker may intervene during a crisis to make appropriate community referrals.	The Social Worker services students in small group settings and in one-to-one sessions, depending on circumstances/need.	

Title I Information Page (TIP)

For Schools Receiving Title I Funding

1. All elements of the *All Title I Schools* section must be completed*.

1. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.

2. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.					
X	**School Wide Program (SWP)**		**Targeted Assistance (TA) Schools**		**Non-Title I**

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
• Current staff will engage in professional development focused on a Framework for teaching. • Current staff will engage in professional development on performance assessments and common core alignment. • Current staff will receive professional development in any identified areas of need. • Professional development opportunities will include grade level and vertical common planning, observation/feedback model, faculty conferences and external school support. • Public School 97 has in the past several years expanded the continuum of services that it provides to students with disabilities. This includes two ICT classes on grades one through five. Continuum range includes AIS to twelve one to one classes. • Teachers in ICT classes receive targeted professional development in co-teaching models and curriculum development. This includes, but is not limited to the implementation of Universal Design for Learning and support in creating multiple entry points for students to make grade level curriculum accessible to all. • All grade level staff participate in common planning, task design, curriculum alignment and data cycles. This includes General, AIS, ESL, and Special Education teachers. There are also opportunities for vertical collaboration. • All teachers participate in Professional Learning Communities that allow for professional dialogue, mentoring, and conversations that center around best practices. • Hiring Committee offers staff a voice in the decision making process of a new hire. This process includes demonstration lessons and interviews. • Data Inquiry and Curriculum Team members focus on data and curriculum enhancement.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
1. All administrators and select teachers participate in the New York City Teacher Leadership Program (TLP). The participants in this program turn-key information to all staff members at P.S. 97 on a monthly basis. All staff members engage in diverse protocols to reflect on current teaching practices and closely look at and discuss student work products. These protocols are used to help staff identify trends in student work and collaboratively plan how to move student learning forward in accordance with the Common Core Learning Standards. 2. All pedagogical staff members are encouraged and given opportunities to participate in professional development in order to assist them in implementing the Common Core Learning Standards. 3. Instructional Leads attend professional development workshops with Network personnel and turn-key information to staff members.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
School Violence Prevention, School Meals, Universal Pre-Kindergarten, Project Citizen, Occupational Therapy, Physical Therapy, Hearing Services, Speech Therapy, Special Education Teacher Support Services, Guidance Counseling, and partnerships with Community Based Organizations (Chinese Planning Counsel, and Brooklyn Chinese-American Association) allow us to ensure that students' basic needs for care and safety are met and foundational skills are provided so that they are best prepared to focus on their learning, and for students with disabilities to focus on their learning according to their Individual Education Plan. Afterschool programs in literacy and mathematics help to provide additional support to students in making educational progress.

SWP Schools Only

Transition Plans to Assist Preschool Children ***(Elementary Schools Only)***

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
Public School 97 currently encompasses three full day Universal Pre-Kindergarten classes. This enables a successful transition from early childhood programs to our elementary school program. Our Pre-Kindergarten classes help students to develop language skills, social skills, and mathematical reasoning that better prepares students for transitioning into our kindergarten classes and builds a bridge between the learning expectations of children and the standards for those attending our kindergarten through fifth grade school . Our Pre-Kindergarten pedagogical staff attend professional developments to align school curriculum with the Common Core Learning Standards. Our Pre-Kindergarten teachers are given multiple opportunities to align their curriculum vertically with kindergarten teachers so students attending our kindergarten program are better prepared for early childhood learning. Our teachers also participate in parent teacher conferences and develop an open communication with parents through various activities and newsletters.

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
At Public School 97 our teachers meet on a weekly basis formally and informally, to discuss and collaborate regarding instruction, assessment, and teacher practice. Using a wide variety of assessment tools, our teachers work together to determine which instructional strategies are effective and which need to be modified. In this way, the assessments are used to improve classroom practice, identify meaningful professional development, plan implementation of curriculum, and reflect on one's own teaching practice. The use of a diverse set of data-connection formats will yield a deeper and more meaningful understanding of what our children know and what our students are able to accomplish.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

INSERT SCHOOL LETTERHEAD HERE

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. The policy of Public School 97 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. Public School 97 will support parents and families of Title I students by:

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

The Parent Involvement Policy of Public School 97 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-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, Louisa Agrusa to serve as a liaison between the school and families. Louisa Agrusa 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. She 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;

- hosted the required Annual Title I Parent Meeting on November 20, 2013 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 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-Teacher Association and Title I Parent Committee;
- supporting or hosting Family Day/Night 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

REQUIRED OF ALL SCHOOLS

MAY BE LAST YEARS BUT MUST BE UPDATED

Public School 97, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

2. always try my best to learn.

Office of English Language Learners
Grades K-12 Language Allocation Policy
Submission Form
2013-14 to 2014-15 School Years

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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 ⓘ

District 21	Borough Brooklyn	School Number 097
School Name The Highlawn School		

B. Language Allocation Policy Team Composition ⓘ

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

Principal IA, Maria Famoso	Assistant Principal Miriam A. Bachman
Coach N|A	Coach N\A
ESL Teacher Christina Smoudianis	Guidance Counselor
Teacher/Subject Area Elizabeth Modena/ESL	Parent
Teacher/Subject Area Katarina Zajacova/ESL	Parent Coordinator N\A
Related Service Provider Linda Goldenberg/IEP teacher	Other ESL Teacher Kelly Johnston
Network Leader(Only if working with the LAP team) N\A	Other ESL Teacher Laura Riches

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 currently teaching in the ESL program.	5	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers not currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	769	Total number of ELLs	178	ELLs as share of total student population (%)	23.15%

Part II: 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☐ No☒	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	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
Dual Language (50%:50%)	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
Freestanding ESL														
Push-In	6	4	3	2	3	5	0	0	0	0	0	0	0	**23**
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
Total	**6**	**4**	**3**	**2**	**3**	**5**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**23**

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	178	**Newcomers (ELLs receiving service 0-3 years)**	161	**ELL Students with Disabilities**	38
SIFE	0	**ELLs receiving service 4-6 years**	17	**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 SWD. ⓘ

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	161	0	20	17	0	11	0	0	0	178
Total	**161**	**0**	**20**	**17**	**0**	**11**	**0**	**0**	**0**	178
Number of ELLs who have an alternate placement paraprofessional: 7										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

Dual Language (ELLs/EPs*) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		**1**		**2**		**3**		**4**		**5**		**6**		**7**		**8**		**TOTAL**	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	**0**
SELECT ONE 0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	**0**
SELECT ONE 0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	**0**
TOTAL	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		**10**		**11**		**12**		**TOTAL**	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE	0	0	0	0	0	0	0	0	**0**	**0**
SELECT ONE 0	0	0	0	0	0	0	0	0	**0**	**0**
SELECT ONE	0	0	0	0	0	0	0	0	**0**	**0**

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): 0	Number of third language speakers: 0
Ethnic breakdown of EPs (Number): African-American: 0 Asian: 0 Hispanic/Latino: 0 Native American: 0 White (Non-Hispanic/Latino): 0 Other: 0	

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	17	10	8	5	9	7	0	0	0	0	0	0	0	**56**
Chinese	21	22	13	9	7	7	0	0	0	0	0	0	0	**79**
Russian	4	0	1	1	2	1	0	0	0	0	0	0	0	**9**
Bengali	0	0	0	1	0	1	0	0	0	0	0	0	0	**2**
Urdu	3	2	0	0	0	2	0	0	0	0	0	0	0	**7**
Arabic	4	1	2	2	3	2	0	0	0	0	0	0	0	**14**
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
French	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
Polish	1	0	0	0	0	0	0	0	0	0	0	0	0	**1**
Albanian	1	1	0	0	0	0	0	0	0	0	0	0	0	**2**
Other	2	3	3	0	0	0	0	0	0	0	0	0	0	**8**
TOTAL	**53**	**39**	**27**	**18**	**21**	**20**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**178**

Part III: Assessment Analysis

Assessment Breakdown

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

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)	24	4	3	1	4	4	0	0	0	0	0	0	0	**40**

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	0	14	8	1	3	5	0	0	0	0	0	0	0	**31**
Advanced (A)	29	21	16	16	14	11	0	0	0	0	0	0	0	**107**
Total	**53**	**39**	**27**	**18**	**21**	**20**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**178**

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B													
	I													
	A													
	P													
READING/ WRITING	B													
	I													
	A													
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	0	0	0	0
4	12	5	0	0	17
5	11	4	0	0	15
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
3	0	0	0	0	0	0	0	0	0
4	6	0	9	2	3	0	0	1	21
5	8	1	4	3	1	3	0	0	20
6	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	5	1	8	2	1	2	19
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and				
Geography				
US History and				
Foreign Language				
Government				
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 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

   1. Our school uses DRA-2 and TCRWP Benchmark Reading levels to assess the early literacy skills of all students, including our ELLs. Our analysis of the data shows that ELLs typically score lower than their English speaking peers in most literacy strands. As a result, we have put in place initiatives that seek to close that gap. For examle, the ELL component of our classes are homogenously grouped for continuity of instruction, ie. our beginners and intermediate ELLs are placed in the same class, and our advanced students are placed together. Our teachers implement phonics and phonemic awareness activities into their daily literacy blocks. They also provide ELLs with differentiated, small group instruction based on their individual needs.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

   NYSESLAT results show that most students scored in the advanced category, indicating significant growth. Students generally enter the ELL program by scoring in the Beginner category. The LAB-R data shows that most students score in the Beginner/Intermediate categories. This year more than half of our Kindergarten students that were tested were at the Beginner/ Intermediate level.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see SED memo and AMAO tool)

   NYSED has not made this information available

4. For each program, answer the following:
   a. 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?

4.a. A schoolwide analysis (across proficiencies and grades) of NYS student assessment results of 2013, approximately 100% of our ELLs scored a Level 2 or below in ELA. In Mathematics, 81% of ELLs scored a Level 2 or below. The academic performance of ELLs who take the tests in English as compared to their native language has shown that they do not do well. In particular the concern is the ELLs represent a disproportionately high percentage of below level scores. They are scoring below their English speaking peers on the ELA test and the Math test.

4.b & c. Not applicable

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see *RtI Guide for Teachers of ELLs*.)

   Our school has used a RTI framework for all our students inorder to prevent inappropriate referrals and to tier levels of instructional support. We have used our data to improve the quality of our classroom instruction to ensure high quality standards based, challenging success of our students.The teachers have used research based resources such as Journey's and ReadyGen to support their work in the class room. Data from classroom and ESL teachers assessments are used to monitor student progress as well as student needs which helps to inform instruction and to put in place strategic interventions. NYSESLAT data indicates the students level and we base the arrangement of classes to support our ELL students have them grouped in the classroom accordingly. Throughout our students learning we always involve family to understand and draw knowledge about our students. We continuously monitor all our students through their assessment data from the classroom and their ELL teachers as well as our Academic Intervention teachers, who may support them. We then bring in family members and teachers to a Pupil Personnel Team Meeting to discuss those struggling students. Our team is knowledgeable in RtI framework. We exam the data to determine the need of RTI for the particular student that has been identified. We exam the students' assessments and teachers' judgements to determine the level of support the student needs. There is a three tier level of support which each child may be given either through a push-in and/or pull-out model. This moves from Tier 1 being the support a student may need in the whole group for smaller durations of time to more individualized instruction, through academic intervention in Tier 2 or 3 depending on need.

6. How do you make sure that a child's second language development is considered in instructional decisions?
We use the Spanish LAB to determine language dominance for Spanish speaking students and use ATS to gather necessary data. In addition, during the HLIS interview with the parents; teachers discuss prior schooling, performance in school in the native country and other information that may assist the school in making educational decisions. We use the information we gather from our ELLs to support instruction in all classes. All teachers, including content area teachers, focus on building academic vocabulary through a veriety of strategies. Our literacy program , ReadyGen, places emphasis on the use of cognates in building vocabulary as well. Finally, we use native language support as a scaffold for our ELL students.
7. 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?

N|A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
8.The success of the ELL program will be evaluated regularly by the Instructional Team, in conjunction with the ESL teachers. Further, the Inquiry Team will conduct a thorough examination of all data as it becomes available. They willl use the NYSELSAT results to evaluate the success of the ELL program. Instructional decisions will be made based on that data.

Part IV: 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 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. (Refer to *ELL Policy Brief* and EPIC.)
1.In order to identify potential ELLs and ensure services are provided within mandated timelines, the ELL teachers (Ms. Smoudianis, Ms.Modena, Ms. Zajacova, Ms. Johnston, Ms. Riches) are notified of all new admits. They have been trained in administering the HLIS and conducting informal oral interviews. Every effort is made to distribute required paperwork to parents/guardians in their native language. There are staff members/translators available in Spanish,(Ms.Goldenberg and Ms.Benvenuto) Italian,(Ms. Modena and Ms.Benvenuto)Chinese,(Ms. Yeo and Ms.Tan) Russian,(Ms.Rybalova) Slovakian , Czech,German(Ms.Zajacova)Greek,(Ms.Smoudianis)Arabic,(Ms.Johnston, Mr.Nageeb and Ms. Said)Farsi (Ms.Johnston)and Urdu,(Ms.Bhatia) The translation unit at the Department of Education has also been utilized.
Once home language has been identified, the LAB-R is administered by an ELL teacher,(Ms.Smoudianis, Ms.Zajacova, Ms.Modena, Ms.Johnston, Ms.Riches) within 10 days of admission to the school. The results are hand-scored to determine entitlement. The Spanish LAB is administerd to those students whose Home Language Survey OTELE code is Spanish. These students have been determined to be entitled to services after taking their LAB-R. They are then given the Spanish LAB to determine language dominance.
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.
2.Once entitlement is determined, and within 10 days of admission to the school, parents/guardians of ELLs are invited to a Parent Orientation Workshop led by the ESL teachers, Ms. Smoudianis, Ms. Modena, Ms. Zajacova, Ms. Johnston and Ms. Riches. The purpose of this orientation is to explain the three program choices available to all ELLs (Transitional Bilingual, Dual Language, and Freestanding ESL). Materials explaining the choices include a video, as well as brochures, and are available in a variety of native languages. Translators are made available to attend the meetings. Should a parent be unable to attend the first meeting, other meetings will be held to accommodate the parents schedules. We also conduct outreach with the parents to set up one on one appointments and as a last resort, conduct telephone conferences as well. Materials are sent home to those parents that are unable

to attend any of the scheduled meetings or come in for a one on one conference. We inform parents that the Parent Choice video is available online in many languages should the parent not be able to come to the school. Parents that have previously selected TBE/DL are notified by telephone should the program become available.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)

3. The ELL teachers are responsible for parent outreach to ensure that Entitlement Letters and Parent Survey and Program Selection forms are returned. The process includes the following steps and timeline: The forms are sent home with the students. After the initial distribution of materials, the return rate is assessed, with materials redistributed as necessary. For those forms still not returned, the ELL teachers will make telephone calls asking parents to come to the school. Every effort is made to accommodate parents with alternative dates for parents to meet. If the Program Selection form is not returned, the default program is Transitional Bilingual Education. Completed Parent Survey and Program Selection forms are placed in the child's cumulative record card, with copies securely on file with the ESL teachers.

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.

4. Parent choice is honored in the following ways: For parents that select Freestanding ESL, students are placed in the school's program immediately. For those that select TBE or Dual Language, they are placed in ESL until we reach the threshhold of 15 students in one grade or two contiuous grades in one language. Placement letters are sent home with the students, with copies placed on file in with the ESL teachers. Written materials are provided in native languages, and school staff is available to translate as well. If a parent requires translation and if there is no staff member who speaks that language, the Translation Unit is contacted for assistance. For those students whose NYSESLAT resluts indicate continued entitlement, letters are sent home with the students each September, with copies place on file with the ESL teachers.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

5.Continued entitlement is based on the NYSESLAT, administered annually to all entitled ELLs. It measures English Language Arts (ELA) proficiency levels (i.e., beginning, intermediate, advanced) of ELLs— and is administered each spring. The ATS report used to determine NYSESLAT eligibility is the RLER. It is run the morning of each test administration of each modality (Listening, Speaking, Reading and Writing).Schedules are put into place and proper test administration procedures are followed to ensure that the four components of NYSESLATare administered. Proficiency levels determine the requirements for ESL instruction in accordance with CR Part 154 requirements. Parents are notified each fall of the results of the NYSELSAT.

6. 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.) 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.

6. The school maintains a database of parent choice. A review of Parent Survey Selection forms for the past three years indicate a majority of parents select ESL over Dual Language and Transitional Bilingual Education Programs. Although we offer all three programs that have been approved by the NYC Department of Education (ESL, TBE and Dual Langage) the majority of parents select ESL as their program choice. We do keep track of the other selections (TBE and Dual Language). The school will honor parent choice should we reach the threshhold of 15 students in one grade or two contiguous grades in one language.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see *The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*)
    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])?

1a&b. The school's licensed ESL teachers, Ms. Smoudianis, Ms.Zajacova, Ms. Modena, Ms. Johnston and Ms. Riches deliver instruction to English Language Learners through a freestanding ESL program implemented through the "push in" model. Students are heterogeneously mixed in all classes. All eligible ELL students in grades K-5 participate in the ESL program, with students programmed for ESL and ELA classes as mandated by CR- Part 154 (determined by the LAB-R or NYSESLAT scores). ESL teachers have common arranged planning periods with the teachers of the classes they teach. They meet together at grade meetings to ensure that not only are ESL methodologies used in every classroom where there are ESL students but the individual needs of each student is met.

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)?

2. The mandated instructional minutes are provided in the following way:Students scoring at the Beginner or Intermediate level on the NYSESLAT receive 360 minutes of ESL instruction weekly, while those students scoring at the Advanced level receive 180 minutes of ESL instruction and 180 minutes of ELA instruction weekly, as mandated by CR-Part 154. The services are provided by licensed ESL teachers through a push in model. The classes have been arranged according to the ESL levels of the students and the schedules have been made accordingly.The ESL program is aligned with, and supports, the comprehensive core curriculum in literacy and mathematics. All classroom teachers have had required training in ESL methodologies and prepare differentiated content area lessons with ELL strategies in mind.

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 foster language development and meet the demands of the Common Core Learning Standards.

3. Content area instruction is delivered to ELL students through a collaboartive approach. ESL students are grouped by proficiency level. Beginnig and Intermediate students are grouped together. Advanced students are also grouped together. The school utilizes the "push in" model of ESL instruction. Instruction is standards based and aligned to the Common Core Learning Standards. Curriculum maps has been produced across the grades so that all out of classroom providers can service students consistently. The ESL teacher supports the classroom teacher and collaboratively, they conduct lessons. The teachers make content comprehensible to enrich language development by implementing scaffolds and supports. Teachers are using Journeys and Ready Gen as resources to support the ELA curriculum. Standards-based activities include a variety of genres to enhance and promote student interest. Phonemic awareness, phonics, sequential decoding and sight word recognition assist in developing a solid foundation for young readers. Writing activities are based on classroom reading selections and are tailored to meet the writing standards. Native language support is provided as necessary ie: the use of the computer, google translate by the different languages.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
   N|A
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
   Our ESL teachers use their own teacher made assessments 2-3 times per year to ensure that ELLS are appropriately evaluated in all four modalities of English acquistion throughout the year.These assessments are on grade level content incorporating the four modalities. The teachers also use dialogue journals, checklists,teacher notes and anecdotals to support their instruction.
6. How do you differentiate instruction for ELL subgroups?
   a. Describe your instructional plan for SIFE.
   b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
   c. Describe your plan for ELLs receiving service 4 to 6 years.
   d. Describe your plan for long-term ELLs (completed 6+ years).
   e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

6.The school makes use of a data-driven approach to differentiate instruction for all students, including ELLs. They use item skills analysis, portfolio assessment, and other indicators to identify and address student weaknesses and target areas for growth on a continuous basis. Teachers maintain assessment data at a central location. Ongoing assessments are both formal and informal. Teachers focus on specific student areas in need of extra instructional support and to inform instructional decisions. Informal assessments help teachers make appropriate decisions as they select reading materials, plan activities, and structure literacy programs for all students, including ELLs. Teachers also use this assessment data to set both long term and short term goals with their students. Progress towards these goals is monitored regularly and new goals are set as warranted.

6a. A review of Home Language Information Surveys indicates most students enter the school with some degree of literacy in their native language. Currently, there are no SIFE enrolled at the school (Students With Interrupted Formal Education). The instructional plan for SIFE students include a variety of supports. In addition to required ESL services as mandated by CR Part 154, should we have any, SIFE students will be pulled out by an ESL teacher for differentiated intensive instruction based on their individualized needs. They will also be assigned a "buddy" in class to assist them, preferably one that speaks the same language.

6b. Students just arriving into an English Speaking School System are supported in a variety of ways. "Newcomers" are often paired with a buddy in their classroom. The buddy, preferably someone who speaks the same native language, assists the newcomers in completing classroom tasks and orients the "newcomer" to familarize themselves to their new environment. We provide pull-out instruction to "Newcomers" until they develop enough basic skills to participate in their classroom lessons.

6c. In addition to the mandated ESL instruction, ELLS with 4-6 years of service are supported at the school. Instruction in Literacy, Math, Science and/or Social Studies is differentiated to meet the needs of these students. They are mandated to attend the additional 37.5 minutes of instruction. We also recommend that they attend the After School ELL Academy, funded through our Title III program.

6d. Long Term ELLs, students in an ESL Program for more than six years, (currently 0 students) are targeted for small group instruction to support their individual needs. Further, if adequate progress is not made, students are looked at on an individual basis by the School Implementation Team in an attempt to determine if a referral for a special education evaluation is appropriate.

6e.Students achieving proficiency in English are placed in a transitional program for two years. These children continue to be

provided with support to maintain progress and student achievement in their classroom. Support is scaffolded, and as students demonstrate the ability to work independently, it is removed. Activities designed to support transitional students are:

- After School Program, offering academic support in reading and math
- Former Ells may be invited to the TitleIII Afterschool Program. This program offers support in ELA,Math and Science
- Academic Intervention Services during the school day.
- 37.5 minutes

Transitional students are given testing modifications including extended time. Services offered to transitional students are individualized based on each student's need. Students are removed from the transitional program when they perform at or above Level 3 on State Standardized Assessments.

7. 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. ELL~SWD's, in addition to their IEP mandated services, are also supported at the school. The program ReadyGen has helped our students as it is vocabulary rich and has strategies which support our ELL-SWDs. Students have access to the same curriculum as their general education peers. ELLs are afforded equal access to all school programs in the following ways: The school has implemented the New York State Common Core Learning Standards and continues to follow New York City's Core Curriculum for all subject areas.As stated above, each student is in a class with students on the same ESL proficiency level and ensured to have the appropriate amount of minutes and ensuring that our ELLs-SWDs receive the mandates he/she is entitled to.Content area instruction is differentiated to meet the needs of students.They may be supported with a paraprofessional, as per their IEP, who speaks their native language, should that be their need.They are mandated to attend the additional 37.5 minutes of instruction. Instruction for these students is differentiated based on individual student needs. We also recommend that they attend the After School Program.

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

8. We meet the needs of ELL~SWD's through flexible programming designed to afford students with the least restrictive environment. Our students are mainstreamed according to their IEP mandates as well as individual student needs.

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:				

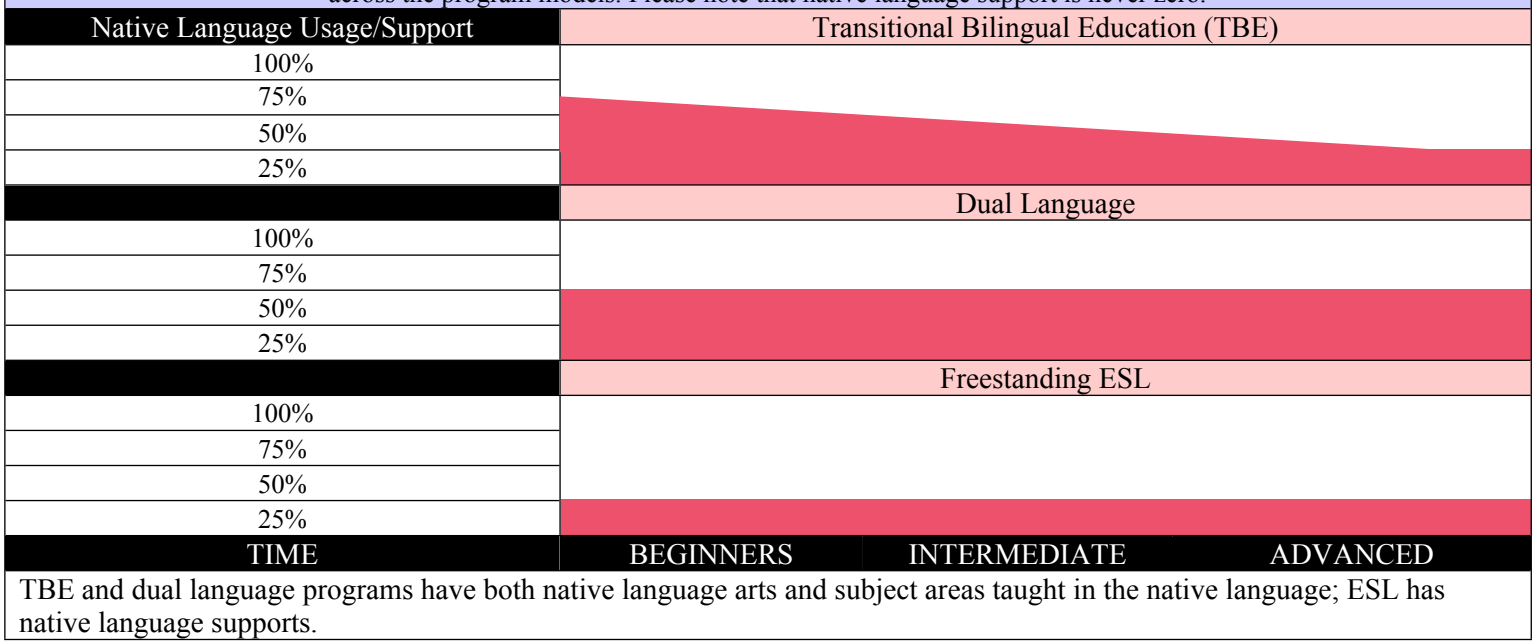
Courses Taught in Languages Other than English
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include: • classes that are taught in English using books in the native language • heritage classes • foreign language (LOTE) classes

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	**Intermediate**	**Advanced**
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	**Intermediate**	**Advanced**
ESL instruction for *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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

Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

9. 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.Targeted Intervention services are provided to all students, including ELLs, by AIS Literacy and/or AIS Math through the push-in\pull-out model based on the needs of the student. Data from NYSstandardized testing and teacher assessments are used to select students for targeted interventions. Teachers reassess regularly and provide services as needed. Teachers collabrate and articulate to support student learning.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

10. Content area instruction is delivered to ELL students through a collaboartive approach. ESL students are grouped by proficiency level. Beginnig and Intermediate students are grouped together. Advanced students are also grouped together.Teachers work with the ESL teachers in their classrooms to support their ELLs. The school utilizes the “push in” model of ESL instruction. Instruction is standards based and aligned to the Common Core Learning Standards. The ESL teacher supports the classroom teacher and collaboratively, they conduct lessons.This provides for access to the same curriculum thus ensuring continuity of instruction and less disruption for the students. The teachers make content comprehensible to enrich language development by implementing scaffolds and supports. Teachers are using Journeys and Ready Gen as resources to support the ELA curriculum.GoMath is being used to support the Math curriculum. Teachers used the assessments aligned to GoMath and ReadyGen to support all learners. Data is reviewed on a regular basis to help support all instructional decisions.Standards-based activities include a variety of genres to enhance and promote student interest. Phonemic awareness, phonics, sequential decoding and sight word recognition assist in developing a solid foundation for young readers. Writing activities are based on classroom reading selections and are tailored to meet the writing standards.

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

    11. ReadyGen and GoMath are the new programs which have been brought in this year from grades K-5. The rational was to ensure one program would be seamless throughout the school. As an improvement for this school year,the school has chosen this resource ReadyGen which is a Common Core Learning Standards based program and recommended by New York City. It will help us to scaffold and differentiate for our ELLs. We will continue to provide ELLs the "push-in" model for ESL instruction. Under this programl, the ESL teacher and classroom teacher collaborate to provide language acquisition and vocabulary support. They will support the ELLs working in small groups,retaining content instruction and differentiating. This model helps to lower the student-teacher ratio.

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

    12. We do not plan on discontinuing any programs for our ELLs.

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

    13. ELLs are afforded equal access to all school programs in the following ways: The school has implemented the New York State Common Core Learning Standards and continues to follow New York City’s Core Curriculum for all subject areas. All students including ELLs are exposed to the same curriculum and are afforded equal access. Journeys and Ready Gen as resources to support the ELA curriculum. Standards-based activities include a variety of genres to enhance and promote student interest. Phonemic awareness, phonics, sequential decoding and sight word recognition assist in developing a solid foundation for young readers. Writing activities are based on classroom reading selections and are tailored to meet the writing standards. GoMath has been selected as the Math Program. Science and Social Studies instruction follows the New York City Scope and Sequence. Extra-curricular programs include partnerships with Inside Broadway, and the afterschool program designed specifically to help the ELL population funded by Title III. There is are two after school programs supported by a community based organizations in our school BCA, Brooklyn ChineseAmerican Association and the Chinese Planning Council. Our ELL students are invited and encouraged to attend throughwritten invitations. Invitations are backpacked home and phone calls to outreach to their homes in their native language are made to encourage attendance to the program .They may also attend both the Title III program and the Community Based Organization programs. ELLs are afforded equal access to all school programs and actively participate in all activities.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

    14. ELL students have equal access to all instructional materials, including core curriculum materials. Each classroom is also equipped with a fully stocked classroom library with a wide variety of reading materials designed to support the individual needs of ELL students as they begin to acquire and develop their skills in English. Everything that is purchased for all students including ELLS is purchased on their grade-level. ELLs also have access to a wide array of technological tools including laptop computers and SMARTBoards and headphones which can be used to support them in their native languages.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

    15. Native language support is delivered in a variety of ways. We pair our students with a "buddy" who speaks their native language in their class. The "buddy" will sit with them in class and help support them throughout the class day until that student is able to be independent. We also have teachers and paraprofessionals who speak a wide variety of languages, should the need arise, they will translate to assist our students. We have laptops for students to use at school to help our ELLs with native language support.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

    16. Every student is given required services to support them at their grade level and age appropriate material.The ESL teacher uses the same materials as the classroom teacher and scaffolds and uses other supports to help her students. The school utilizes the "push in" model of ESL instruction. Instruction is content-based and centers on the Workshop Model. Curriculum mapping has been produced across the grades so that all out of classroom providers can service students consistently. The ESL teacher supports the classroom teacher and collaboratively, they conduct whole class read alouds and shared readings to promote reading comprehension, reading skills and strategies and to expand vocabulary. Standards-based activities include a variety of genres to enhance and promote student interest using a broad spectrum of reading materials. Phonemic awareness, phonics, sequential decoding and sight word recognition assist in developing a solid foundation for young readers. Author studies are used to compare and contrast various writing styles. Writing activities are based on classroom reading selections and are tailored to meet the writing standards. The writing process is taught.Essay writing, interviewing, responding to literature, and narrative procedures and accounts are samples of the writing genres that are explored with the ESL students.Everything that is purchased supports the ELLs on their age and grade level.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

    17. At the beginning of the school year there is a Parent Welcome Meeting,a Orientation Meeting for Pre-Kindergarten Students and Parent Teas given for the parents. All are invited and translators are available should the their be a need.

18. What language electives are offered to ELLs?

    18. Currently there are no language electives offered to our students.

19. For schools with dual language programs:
    a. How much time (%) is the target language used for EPs and ELLs in each grade?
    b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
    c. How is language separated for instruction (time, subject, teacher, theme)?
    d. What Dual Language model is used (side-by-side, self-contained, other)?
    e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

    N\A

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1&2 Professional development for the entire staff, including all teachers (ELL, classroom, special education, cluster, subject area, and support staff) paraprofessionals, secretaries, occupational therapists, physical therapists,psychologists, guidance counselors, and the Assistant Principal, in supporting ELLS as they engage in CCLS which continues to be a focus for the school. The ESL teachers attend a wide variety of professional development workshops through OELL and implement ELL methodologies at the school. They also attended Instruction for ELLs, offered by our Network, CFN 409. Teachers of ELLs include instructional approaches and methods in their classroom that are designed to make content comprehensible to ELLs while enriching language instruction as well. The ESL teachers participate in during regular grade level meetings and strategies and skills for ESL students are discussed at that time.Teachers participate reguarly in professional development based on their needs.

3. The staff is supported in transitioning ELLs to middle school. During grade meetings, they discuss the 6th grade curriculum as well as the appropriate skills expected in the middle school. Every effort is made to prepare the students for the transition. In addition, we host a "Middle School Night" where children transitioning to middle school as well as their parents attend.

4. All staff that require 7.5 or 10 hours of ELL training as per Jose P. are trained during regular scheduled grade meetings and also plan together with the ELL teachers that service their ELL classes. Topics covered include Stages of Language Acquisition, Scaffolding Instruction for ELLs, Using Sheltered Instruction in the classroom. Teachers also collabrate about skills and strategies they use with their ELL students. Teachers of classrooms as well as the support teachers for that grade attend the meetings.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

1. Parent involvement is an essential part of our school. Historically, parents of ELLs tend to be less involved in their children's education due to language barriers. In an effort to strengthen parent involvement for our ELLs and facilitate increased interactions between school and home for these students, we offer supportive and informative workshops. We have translators for high incidence languages at all of our PTA meetings, as well as other important parent meetings. Specific parent involvement activities include the following: Family Fun Nights, Science Night, and other workshops designed to strengthen the home-school conection as well as to make parents aware of the curriculum in all content areas.

2. We partner with local community based organizations that offer resources and provide services to all of our families, including ELLs. These partnerships, the Brooklyn Chinese American Association (BCA) and Chinese American Planning Council (CPC), sponsor after school programs and also assist families in navigating city agencies and ensures that families are afforded every resource available.

3. We evaluate the needs of the parents in several ways. Our teachers are in direct contact with many families and can assist us in determining the needs of our ELL families. We also provide parent surveys, translated in several high incidence languages, that gives parents the opportunity to express their needs. The Parent Coordinator is responsible for overseeing this outreach effort.

4. As a result of our outreach efforts, our parent involvement activities are designed around the needs of the parents. We regularly evaluate the effectiveness of our activities and redesign as needed. Our goal is to have all of our parents involved in school based activities and work to ensure that it occurs. Some specific activities include Family Fun Nights, and Science Nights.

E. 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 response to question here:

Part VI: LAP Assurances

School Name: PS97		School DBN: 21K097	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Kristine Mustillo	Principal		9/30/13
Miriam A. Bachman	Assistant Principal		9/30/13
	Parent Coordinator		1/1/01
Christina Smoudianis	ESL Teacher		9/30/13
	Parent		1/1/01
Katarina Zajacova	Teacher/Subject Area		9/30/13
Elizabeth Modena\Fontana	Teacher/Subject Area		9/30/13
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Kelly Johnston	Other ESL teacher		9/30/13
Laura Riches	Other ESL teacher		9/30/13
Linda Goldenberg	Other Special Ed\IEP teach		9/30/13
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 21k097 **School Name:** Highlawn School

Cluster: 04 **Network:** 409

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.

The primary language of the parents can be determined through the use of the current Blue Emergency Contact card and from the Adult Preferred Language Report (ATS). This report summarizes what was orginally obtained from the Home Language Survey upon admission of the student. This was indicated by the parent for their preference. It will be used to provide parents with appropriate and timely information in the language they can understand.

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.

The major findings of PS 97's written and oral interpretation needs have been determined to be at least nine different languages represented at the school. Our high incidence languages are Chinese with dialects of Mandarin, Cantonese, also Taiwanese. Other languages represented are Spanish, Russian,Arabic, Bengali, Urdu, Albanian,Polish,Georgian,Tanzanian,Vietnamese,Ukrainian.We have shared these findings at staff conferences and PTA meetings.

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.

PS 97's in-house staff will provide written translation, Ms.Yeo,(Chinese), Ms.Rybalova,(Russian), Ms.Goldenberg(Spanish). We utilize our in house staff to insure information is translated in a timely manner.Our larger documents will be sent to the Department of Education's Translation Unit for languages that are needed.

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.

The school will provide oral translation through in-house staff, Ms.Yeo, Ms.Tan, Ms. Cheung and Ms.Duong (Chinese), Ms. Goldenberg, Ms.Benvenuto, Ms.Arias(Spanish), Ms.Rybalova (Russian), Ms.Johnston, Mr.Abdelsayed,Ms.Said (Arabic), Ms.Johnston(Farsi) Ms.Bhatia (Urdu),Ms.Smoudianis (Greek). Ms.Benvenuto and Ms.Agrusa (Italian), Ms.Zajacova (Slovakian,German,Czech). There are always staff members available throughout the day, at Parent-Teacher Meetings, PTA meetings as well as Family Involvement Nights. Our psychologist, Ms.Maldonda and our Social Worker, Ms.Colon-Garcia both speak Spanish. If there is a time when we do not have a staff member who speaks the language that is needed, we do call the Translation Unit.

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.

PS 97 will fulfill the Chancellor's Regulation A-663 by the following:
As part of the admission process for new arrivals the school will determine the oral and written language preferences of the parents/guardiansof each student and determine the language needs of the school population.
Each parent/guardian will be provided with written notification of their rights regarding translation and interpretation services, and instructions on how to obtain these services. These notices are available in 9 covered languages, provided by the Department of Education.
Parents will be made aware of the Department of Education's website and how to access the website in order to get the information concerning their rights about translation and interpretation.
The school will post in a conspicuous location,a sign in each of the covered languages indicating where a copy of the written notification can be obtained.

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 or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: The Highlawn School	DBN: 21K097
Cluster Leader: Christopher Groll	Network Leader: Neal Opromalla
This school is (check one): ☒conceptually consolidated (skip part E below) ☐NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ☐Before school ☒After school ☐Saturday academy ☐Other:
Total # of ELLs to be served: 66 Grades to be served by this program (check all that apply): ☐K ☒1 ☒2 ☒3 ☒4 ☒5 ☐6 ☐7 ☐8 ☐9 ☐10 ☐11 ☐12
Total # of teachers in this program: 5 # of certified ESL/Bilingual teachers: 3 # of content area teachers: 2

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: The goal of PS 97's Title III program is to provide a rigorous, standards-based, data driven supplemental program for ELL students that will enable them to meet or exceed City and State performance standards and increase in the number of ELLs testing out and/or making adequate yearly gains in English on the NYSESLAT. A review of standardized test scores, including the State ELA and Math exams and the NYSESLAT, demonstrate that ELL students are scoring below their English-speaking peers in Reading and Writing. ELLs have also lagged behind their peers on the NYS content area Science. Based on student need, PS 97 will offer an after school supplemental program for ESL students in grades 1-5 that covers a wide range of content area support. The program will be taught by content area specialists with training in ESL methodologies. It will be taught in English, with native language support as necessary, and includes the following: • Eighteen week ELL Academics Academy (Literacy/Mathematics) for students in grade 2 - 5. The Academy will meet 3 hours per week from October 16, 2012 through February 28, 2013. • Eight week NYSESLAT Academy for students in grades 1 – 5. The Academy will meet 3 hours per week from March 5, 2013 through April 30, 2013. The program will support the following personnel: There will be five teaching positions. Teachers will use a variety of ESL strategies to differentiate instruction and accommodate various learning styles while supporting students in the content areas.

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: Well-planned, ongoing professional development sessions will support language development for all students throughout the 2012-2013 schoolyear. This will be of no cost to the Title III

Part C: Professional Development
program. Professional development will be targeted to meet the needs of the teachers and students. In an effort to maximize resources and maximize personnel exposed to learning experiences designed to improve teaching and learning for all ELLs, ELL professional development sessions will be part of the school's regularly scheduled program. Topics to be covered include: ESL -The "Push-In" Model Writing and Analyzing Student Work Distinguishing Between Language Acquisition and Learning Disabilities New York State Common Core Curriculum and ELLs Name of provider NYC Department of Education Office of ELLs CFN 409

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: Parent involvement is an essential part of our school. Historically, parents of ELLs tend to be less involved in their children's education. In an effort to strengthen parent involvement for our ELLs and facilitate increased interactions between school and home for these students, we offer supportive and informative workshops. We have translators for high incidence languages at all of our PTA meetings, as well as other important parent meetings. Specific parent involvement activities include the following: Family Fun Nights, several times throughout the schoolyear, Science Night, and other workshops. As a component of our afterschool literacy academy we plan to use Reader's Theater. Students will be reading and taking part in plays in different genres. We hope to have parents take an active part in paticipating in these plays or be a part of the audience. We will have notices sent to parents in high incidence languages. These activities and workshops are designed to strengthen the home-school conection as well as to make parents aware of the curriculum in all content areas.

Part E: Budget
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: $		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) • Per session • Per diem		
Purchased services • High quality staff and curriculum development contracts.		
Supplies and materials • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		