



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**

**COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**School Name:** PS 971 SCHOOL OF MATH, SCIENCE AND HEALTHY LIVING

**DBN (i.e. 01M001):** 20K971

**Principal:** RUTH STANISLAUS

**Principal Email:** RSTANIS@SCHOOLS.NYC.GOV

**Superintendent:** KARINA COSTANTINO

**Network Leader:** JORGE IZQUIERDO

**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
Ruth Stanislaus	*Principal or Designee	
Christina Poulos	*UFT Chapter Leader or Designee	
Susan Wu	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Miguel Torres	Member/	
Rachel Cantu	Member/	
Florence Kwok	Member/	
Cathering Tolentino	Member/	
Wendy Chen	Member/	
Peng Fong Hua	Member/	
Fei Xue	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	
<b>X</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>X</b>	▪ 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)
<b>X</b>	<b>Academic Intervention Services (AIS)</b>
<b>X</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>X</b>	<b>Parent Involvement Policy (PIP)</b>

## **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 the end of June 2014, 60% of ELLs will improve their proficiency level on the NYSESLAT. 10% of ELLs will attain proficiency on the NYSESLAT and exit the ESL program.***

### **Comprehensive Needs Assessment**

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

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

### **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**

- Extended day will focus on ELL students in reading, writing, word study and math
- Analyzing the fall performance tasks of all ELL students to examine reading and writing levels.
- Applying content area strategies geared toward student's area of need in reading and writing
- Development of an Assessment Team to focus on analyzing ELL assessments.
- Applying instructional modalities that reach every learning style
- Using the English Language Learning Standards to drive instruction.
- Implementing language-based interactive Smart Board software and lessons
- Plan differentiated instruction based on lesson collaboration with language teachers during common prep time
- Creating Title III Supplemental programs for the ELLs in the form of a NYSESLAT afterschool program
- Monthly meetings for staff to collaborate in planning and curriculum development
- Extended day will focus on ELL students in reading, writing and word study
- Implementing language-based interactive Smart Board software and lessons

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

- ESL teachers, F-Status ESL teachers, Classroom teachers and out of classroom specialists.
- Atlas Online Curriculum System will be used to plan year long, units and lessons across each grade.
- Plan differentiated instruction based on lesson collaboration with language teachers during common prep time.
- Professional development will be given to staff in the area of English Language Learning for early childhood.
- Professional development will be given by Network.
- Professional development will be given by outside consultants and educational organizations.

- Data specialists will be used to analyze data.

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

- Data days will be implemented in January 2014 and May 2014 to assess all collected data in the building.
- Performance test given in the spring will be used.
- Data will be collected from the NYSESLAT periodic assessments given.

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

- September 2013- June 2014

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

- Professional development will be given to staff in the area of English Language Learning for elementary grades
- Creating Title III Supplemental programs for the ELLs in the form of a NYSESLAT afterschool program
- Monthly meetings for staff to collaborate in planning and curriculum development.
- Smartsheet online system is used to track and assess all monthly data collection.

**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).

- Offering parents English classes to strengthen their language skills in English.
- Offering parent workshops in the area of reading to build adult language strategies.
- NYSESLAT trainings and workshops for parents to help and scaffold their children at home.
- Implementing parent workshops that focus on early childhood language development and communication
- Incorporating the co-teaching model between classroom teachers and ESL teachers Incorporating "Parents as Learning Partners" with a focus on language development.

**Budget and Resource Alignment**

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

	Tax Levy	X	Title IA		Title IIA	X	Title III		Set Aside		Grants
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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 the end of year 2013-2014, 75% of the Kindergarten students will increase their reading by no less than 2 levels as assessed by running records (Fountas and Pinnell Benchmark Assessment System).

- By the end of year 2013-2014, 75% of the students in grades one and two will increase their reading by no less three levels as assessed by running records (Fountas and Pinnell Benchmark Assessment System).
- By the end of year 2013-2014, 60% of the students in grade three will increase their reading by no less three levels as assessed by running records (Fountas and Pinnell Benchmark Assessment System).

### **Comprehensive Needs Assessment**

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

- Data from Fountas and Pinnell Benchmark Assessment System collected in September.
- New York Citywide Elementary Literacy expectations (QI 1.2- Shiftingclassroom practice by integrating Common Core based performance tasks into literacy units.
- Extended day data on reading, writing and word study.
- Analysis of the ELA performance test given this fall.
- NYSESLAT scores from previous year 2012-13
- LAB-R results from all incoming new students.
- Analysis of classroom student data from daily instruction.

### **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**

- This goal will be met through performing assessments in Fountas/Pinnell along with collected data that will be analyzed.
- Daily instruction and curriculum will be aligned to the CCLS in literacy.
- A review of the New York Citywide Elementary Literacy expectations (QI 1.2- Shiftingclassroom practice by integrating Common Core based performance tasks into literacy units.) will be implemented into literacy units.
- Understanding as most of our Kindergarten students enter the school system, they are early emergent and emergent readers.
- Extended day intervention will focus on literacy in the areas of reading, writing and word study. Analyzing formative and summative data.
- Analysis of the ELA performance tasks given in September will result in data that will be used to implement traits into upcoming units in ELA for grades K-3
- Understanding that 84% of our school population are ELL student's new to the country and language along with the early childhood learning grade levels
- Teachers will meet during common planning time to analyze student work and implement strategies into daily instruction.
- Teachers will use the Atlas Online Curriculum system to plan year long, unit and lesson plans across each grade and school-wide.
- RTI model using tier 2 and 3 push in models for teacher / student support in literacy.
- Implementation of Ext. Day enrichment in theater arts / technology / science.

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

- Classroom teachers, Reading specialists, ESL teachers, Data specialist. Principal, Network consultants, outside educational organizations.
- Atlas Online Curriculum system to analyze the implementation of CCLS and city-wide expectations.
- Smartsheet data collection system.

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

- Data days will be implemented in January 2014 and May 2014 to assess all collected data in the building.
- Performance test given in the spring will be used to assess student growth.
- Fountas and Pinnell Benchmark System will be used to assess and track reading levels of students.
- Data will be collected from the NYSESLAT periodic assessments given in all modalities.
- Smartsheet online data collection system will be used to collect and analyze MONTHLY data from classroom teachers and out of classroom specialists.

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

- September 2013- June 2014

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

- Professional development will be given to staff in the area of English Language Learning for elementary grades
- Professional development will be given in the area of aligning CCLS and city-wide instructional shifts in literacy.
- Staff monthly meetings for staff to collaborate in planning and curriculum development.
- Weekly common planning within all grades.

**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).

- Parent workshops given to parents in the area of literacy and language learning.
- Parents as Reading/Writing partners mornings will continue monthly as an incentive to bring parents into the building.
- Workshops for parents in literacy activities with students.
- Outside educational consultants to give workshops for parents.

**Budget and Resource Alignment**

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

<b>x</b>	<b>Tax Levy</b>	<b>x</b>	<b>Title IA</b>		<b>Title IIA</b>	<b>x</b>	<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
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 the end of the 2013-2014 school year, decrease the special education referral rate of 3% through the implementation of our Response To Intervention schoolwide initiatives.

**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.

- Use of Special Education referral data from 2012-2013 school year
- Use of data collected and anecdotal forms from all classroom teachers.
- Implementation of the Citywide Instructional Expectations of the 2013-2014 school year
- Data collected during PPT meetings analyzing student achievement and needs for tier two and three intervention services.
- Increase in student registration and annual growth of grades.

***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.

**• Strategies/activities that encompass the needs of identified subgroups**

- PRIMs training and implementation across all grades.
- Provide professional development to classroom teachers in utilizing tier I intervention strategies.
- Professional development in the RTI model and its implementation.
- Implementation of a Bilingual team that will align students language needs to their intervention needs.
- Continuation of weekly pupil personnel team that includes SBST, related service providers, guidance counselor and principal.
- Continue using push in / pull out model of intervention support services of out of classroom personnel.
- Implementation of AIS afterschool program for at-risk students.
- Implementation of Boys / Girls club afterschool with guidance counselor and special needs paraprofessional.
- Guidance counselor will implement at-risk counseling program for grades K-1

**• Key personnel and other resources used to implement each strategy/activity**

- Guidance Counselor
- Pupil personnel team
- School based support team
- Classroom Teachers
- Special needs paraprofessional
- Out of classroom specialists
- Service Providers
- AIS Providers
- Special needs Network support

**• Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

- On-going progress will be discussed each week during PPT meetings.
- Data will be reviewed by staff during Data days.

**• Timeline for implementation and completion including start and end dates**

- September 2013 - June 2014

- **Describe programmatic details and resources that will be used to support each instructional strategy/activity**
  - Staff will be given professional development in the area of RTI and SBST protocols.
  - Classroom teachers will receive the PRIM's intervention guide.
  - RTI folders will be given to teachers.

**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).

- Workshops given to parents on the RTI process
- Progress reports will be given to parents in regards to at-risk goals and progress of students.

**Budget and Resource Alignment**

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

<b>x</b>	<b>Tax Levy</b>	<b>x</b>	<b>Title IA</b>	<b>Title IIA</b>	<b>x</b>	<b>Title III</b>	<b>Set Aside</b>	<b>Grants</b>
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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.

- **Strategies/activities that encompass the needs of identified subgroups**
  - 1.
- **Key personnel and other resources used to implement each strategy/activity**
  - 1.
- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
  - 1.
- **Timeline for implementation and completion including start and end dates**
  - 1.
- **Describe programmatic details and resources that will be used to support each instructional strategy/activity**
  - 1.

**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.										
	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>	<b>Grants</b>
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.
<ul style="list-style-type: none"> <li><b>Strategies/activities that encompass the needs of identified subgroups</b></li> </ul>
1.
<ul style="list-style-type: none"> <li><b>Key personnel and other resources used to implement each strategy/activity</b></li> </ul>
6.
<ul style="list-style-type: none"> <li><b>Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b></li> </ul>
1.
<ul style="list-style-type: none"> <li><b>Timeline for implementation and completion including start and end dates</b></li> </ul>
1.
<ul style="list-style-type: none"> <li><b>Describe programmatic details and resources that will be used to support each instructional strategy/activity</b></li> </ul>
1.

**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.										
	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>	<b>Grants</b>
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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	<b>Reading Writing Ext. Day</b>  <b>At- Risk SETSS</b>	<ul style="list-style-type: none"> <li>• Small group- Push into classroom</li> <li>• Small group- Pull out of classroom</li> <li>• One to one- Push into classroom</li> <li>• One to one- Pull out of classroom</li> </ul> <b>At-Risk SETSS:</b> Small group- Pull out of classroom	<b>Reading &amp; Writing:</b> During School and After school.  <b>At-Risk SETSS:</b> During school day.
<b>Mathematics</b>	<b>At- Risk SETSS Ext. Day</b>	<ul style="list-style-type: none"> <li>• Small group- Push into classroom</li> <li>• Small group- Pull out of classroom</li> <li>• One to one- Push into classroom</li> <li>• One to one- Pull out of classroom</li> </ul>	<b>Math Intervention:</b> During School and After school.
<b>Science</b>	N/A	N/A	N/A
<b>Social Studies</b>	N/A	N/A	N/A
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	<b>Counseling:</b> <ul style="list-style-type: none"> <li>• Prevention Group counseling</li> <li>• Prevention Individual counseling</li> <li>• Mediation</li> <li>• Bullying intervention</li> <li>• Youth development program</li> <li>• Youth prevention program</li> </ul> <b>Speech Therapy:</b> <ul style="list-style-type: none"> <li>• Group therapy</li> </ul> Individual therapy	<b>Counseling:</b> <ul style="list-style-type: none"> <li>• Small group- Push into classroom</li> <li>• Small group- Pull out of classroom</li> <li>• One to one- Push into classroom</li> <li>• One to one- Pull out of classroom</li> </ul> <b>Speech Therapy:</b> <ul style="list-style-type: none"> <li>• Small group- Push into classroom</li> <li>• Small group- Pull out of classroom</li> <li>• One to one- Push into classroom</li> </ul> One to one- Pull out of classroom	  <b>Counseling:</b> During school Day  Youth prevention program: After school  <b>Speech:</b> During school day

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

2. All elements of the *All Title I Schools* section must be completed\*.
2. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
3. 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.			
<b>X</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**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.
<p>Recruitment:</p> <ul style="list-style-type: none"> <li>• Principal, UFT representative and staff members will conduct the interviewing process. Candidates will submit application through open market or on line, interview and perform a demonstration lesson.</li> </ul> <p>Assignments:</p> <ul style="list-style-type: none"> <li>• Teacher assignments will be based on licensing and certification along with expertise and experience.</li> <li>• Teachers implement workshops and information nights where the curriculum is presented to the parents and shown how it can be supported outside the classroom to further benefit their child's learning.</li> </ul> <p>Support:</p> <ul style="list-style-type: none"> <li>• Support of teachers will be based on the Danielson framework for Teaching.</li> <li>• Teachers will be offered professional development in the learning of beginning, intermediate and advanced ELL students.</li> <li>• Teachers will work collaboratively with ESL teachers in developing an understanding of stages of language acquisition.</li> <li>• Teachers are able to use the learning from professional development in parent workshops.</li> <li>• Classroom teachers and out of classroom specialist will be afforded the opportunity to attend workshops on early childhood learning and language development.</li> <li>• Reading specialist will attend reading workshops throughout the year and turn key information to staff during the year.</li> <li>• Classroom teachers are also given the opportunity to attend reading and math workshops throughout the year.</li> <li>• Teachers will attend professional development in the area of common core standards development</li> <li>• Teachers will also attend workshops in the area of Core Knowledge curriculum throughout the year.</li> <li>• Staff will turn key information on a monthly basis.</li> <li>• Common planning periods will be implemented in weekly schedule for all teachers to collaborate</li> </ul>

**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).
<ul style="list-style-type: none"> <li>• Staff will attend professional development during the year in the area of mathematics and reading focusing on the CCSS</li> <li>• Network will assist in monthly workshops for staff in needed areas.</li> </ul>

**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 <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Students in Temporary Housing: forms are collected from families in temporary housing. Student are provided with school supplies and support materials for home use in the area of ELA and Math.

## 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.).

- PreK teacher and paraprofessional are included on all professional development and common planning times with K staff.
- Universal PreK Social worker works with PreK teacher in assessing and evaluation students for future intervention services
- Stepping up week will continue that allows PreK students and parents to visit kindergarten classes.
- All parent activities involve all grades P-3
- PreK social worker collaborates with schools guidance counselor.

### **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.

- Schoolwide Assessment team examines current school assessments to adjust and make better for future assessments
- A MOSL team was develop to discuss and decide local and state MOSL assessment choice.
- Data days are organized with entire staff to examine schoolwide data and implemenation of future instruction.
- Teacher created assessments are discussed during common planning time, assessment and inquiry meetings.
- Year long assessment calendar has been created in collaboration with testing coordinators.

## TA Schools Only

### **Use of Program Resources**

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

### **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).

## **Parent Involvement Policy (PIP) Template**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

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

## **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> 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 <b>20</b>	Borough <b>Brooklyn</b>	School Number <b>971</b>
School Name <b>P.S. 971</b>		

**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 <b>Ruth Stanislaus</b>	Assistant Principal <b>N/A</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Thiri Soe</b>	Guidance Counselor
Teacher/Subject Area <b>type here</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Yusef Abdullah</b>
Related Service Provider <b>type here</b>	Other <b>Amy Chan, ESL Teacher</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

**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.	<b>5</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>3</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

**D. Student Demographics**

Total number of students in school (Excluding Pre-K)	<b>282</b>	Total number of ELLs	<b>152</b>	ELLs as share of total student population (%)	<b>53.9%</b>
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## 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 <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Push-In	2	2	2	2										8
Pull-out	0	0	2	1										3
<b>Total</b>	2	2	4	3	0	0	0	0	0	0	0	0	0	11

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	152	Newcomers (ELLs receiving service 0-3 years)	152	ELL Students with Disabilities	24
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6+ years)	0

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

ELLs by Subgroups		
<b>ELLs (0-3 years)</b>	<b>ELLs (4-6 years)</b>	<b>Long-Term ELLs (completed 6 years)</b>

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
<b>TBE</b>										0
<b>Dual Language</b>										0
<b>ESL</b>	152	0	13							152
<b>Total</b>	152	0	13	0	0	0	0	0	0	152

Number of ELLs who have an alternate placement paraprofessional:

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	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	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	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
SELECT ONE									0	0
SELECT ONE									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
<b>TOTAL</b>	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):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	10	12	9	15										46
Chinese	23	25	35	18										101
Russian														0
Bengali														0
Urdu														0
Arabic	2			1										3
Haitian														0
French														0
Korean														0
Punjabi														0
Polish			1	1										2
Albanian														0
Other														0
<b>TOTAL</b>	35	37	45	35	0	0	0	0	0	0	0	0	0	152

## 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)	9	7	7											23

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)	13	21	15											49
Advanced (A)	15	17	13											45
Total	37	45	35	0	0	0	0	0	0	0	0	0	0	117

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
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

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

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

P.S. 971 uses the Fountas and Pinnell assessment to measure the early literacy skills of our ELLs. Fountas and Pinnell is used to measure students' literacy proficiency on specific skills and to evaluate student progress. We also use CCLS aligned Benchmark and Performance Tasks to drive instruction that targets the specific needs of our ELLs.

Data on the Fountas and Pinnell assessments indicate that students need extensive vocabulary development in order to comprehend the texts they read. As a result, to build students' vocabulary, we have been previewing vocabulary before reading and reviewing vocabulary in different contexts after reading. In addition, we make sure to expose students to vocabulary across content areas. For example, the concept of comparing and contrasting is relevant in different subject areas. When students learn how to compare and contrast characters in reading and writing, they can also take that concept and apply it in science when they compare and contrast leaves in various seasons. Moreover, in math, students take the same concept to compare and contrast shapes or numbers. When applying concepts in various subject areas, students have a more concrete understanding of a certain concept/vocabulary words.

The data also indicate that our students need additional support in thinking critically about the texts they read. Before having students think critically about the texts they read, we make sure that they already have a basic comprehension of the text. Then we scaffold students' critical thinking with guiding questions to lead them to think about beyond what is in the text. With questioning, we begin with the first two levels in Bloom's Taxonomy (knowledge and comprehension) and then slowly elevate the complexity of questions (analysis).

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

Based on the RNMR data report for LAB-R and NYSESLAT scores in grades K-2, we noticed that 69.5% of newly admitted students are beginner/intermediate ELLs and 30.4% of them are advanced ELLs. Below is the LAB-R data for newly admitted students:

Beginner/Intermediate- 32 ELLs  
Advanced- 14 ELLs

Below is the 2013 NYSESLAT data for grades K-2. The final scores are the total of all 4 modalities (speaking, listening, reading and writing). After analyzing the scores, we noticed that 19.4 % of kindergarteners, 1<sup>st</sup> and 2<sup>nd</sup> graders are beginner ELLs, 41.5% of kindergarteners, 1<sup>st</sup> and 2<sup>nd</sup> graders are intermediate ELLs, and 38.9% of kindergarteners, 1<sup>st</sup> and 2<sup>nd</sup> graders are advanced ELLs. The data shows that the majority of our ELLs in grades K-2 are intermediate and advanced.

Beginners- 23 ELLs  
Intermediate- 49 ELLs  
Advanced- 46 ELLs

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 [AMAQ tool](#))  
Since the State did not report the 2013 NYSESLAT results by modality, we are unable to analyze the patterns across the 4 modalities.
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?

a. Based on the RNMR data report for the NYSESLAT scores in grades K-2, 23 ELLs are at the beginner level, 49 ELLs are at the intermediate level and 46 ELLs are at the advanced level. The pattern across proficiencies shows that more of our ELLs are performing at intermediate and advanced levels. The pattern across grades shows that there are more intermediate and advanced ELLs than beginners in grades K-2. The data is as follows:

	Kindergarten	1st Grade	2nd Grade
Beginner	9	7	7
Intermediate	13	21	15
Advanced	15	17	13

b. P.S. 971 will administer the ELL Periodic Assessment two times per school year. The ESL teachers will share the results with the classroom teachers to identify strengths and areas of improvement. The teachers will use these results to differentiate their instruction and focus on the skills that match students' needs.

c. This is the first year that our school is administering the Periodic Assessments for ELLs. Therefore, currently we do not have results to analyze.

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](#).)

In order to provide the appropriate instruction for ELLs within the Response to Intervention framework, our school looks at the students' home language, cultural and family background. This gives us insight to the student's literacy and social development and the skills they need to work on. For example, if a Mandarin-speaking student received interrupted formal education in his/her native country, we would focus on building his/her BICS first, then slowly we would transition to developing the CALP. Such instruction would be done in a small group setting or one-to-one to provide the necessary skills that they need to acquire BICS and CALP.

We follow the RTI Model to take the 4 steps in making sure we address the needs of ELLs. Initially, we would assess students to determine whether they are meeting grade-level standards at the appropriate rate. Students are assessed using Fountas and Pinnell (reading levels), Early Childhood Assessment in Math (ECAM), letter-sound assessments (phonemic awareness) as well as end-of-unit assessments.

Following the initial screening and assessment, we would provide ELLs with Tier 1 instruction such as previewing concepts and key vocabulary, including multicultural literature and activities to engage students and having students participate in Total Physical Response (TPR) to fully internalize new academic vocabulary. For students who require more intensive instruction, Tier 2 and 3 interventions would be provided in a smaller group setting or one-to-one, respectively. Lastly, we would monitor students' progress to analyze how they are responding to the various interventions and make modifications as necessary.

6. How do you make sure that a child's second language development is considered in instructional decisions?

There are five stages in second language acquisition. Using formal and informal assessments, we determine the stage at which students are. As a result of our analysis of these assessments, we plan our instruction accordingly. For example, if the child is in the early preproduction stage, the child may have minimal comprehension or may not be able to verbalize their thoughts. In this case, we would use visual aids and gestures, emphasize key words when writing and speaking and encourage the use of illustrations, native language or one to two-word responses using Tier 1 vocabulary.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the second (target) language?
- What is the level of language proficiency in the second (target) language for EPs?
- How are EPs performing on State and City Assessments?

We currently do not have a dual language program.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

We evaluate the success of our ESL program by measuring student progress toward English proficiency. We keep our goals in line with those of the State Education Department's Annual Measurable Achievement Objectives while keeping in mind the level of each student's native language skills. At our school, we are aware of the fact that our students who arrive with little to no native language literacy skills often struggle more. We accept that on average, these students will require more time to acquire the English Language.

Therefore, we continue to use ELL strategies intensively throughout the year, so that the following year these ELLs may meet the AMAO targets.

## 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](#).)  
The initial identification of ELLs is done through a rigorous process. First, during registration a Home Language Identification Survey (HLIS), along with an informal parent and student interview, is completed in compliance with the Commissioner's Regulations Part 154. Our trained pedagogues (certified ESL teachers Thiri Soe, Amy Chan and Connie Alleo) are responsible for conducting the initial screening, as well as administering the Home Language Identification Survey (HLIS) and the LAB-R within ten days of enrollment. In the initial screening process, parents complete a HLIS with a trained pedagogue. Based on the information provided on the HLIS and analyzing the informal interviews with both parent and student, the student's eligibility to take the LAB-R is decided. If students score below the cut-off scores they are deemed eligible for an ELL program. The parents of these students receive entitlement letters and invitations to the parent orientation where parents select the ELL program they want for their child. If students score above the cut-off score, they are deemed ineligible for an ELL program. The parents of these students are then informed by receiving non-entitlement letters.
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.  
A number of structures are in place in order to ensure that the parents of our ELLs at P.S. 971 understand all of the program choices and rights they are entitled to. Each parent of a newly enrolled ELL is invited (via written invitation) to a parent orientation session. The first parent orientation is given both in the morning and in the evening to accommodate parents' schedules. At the parent orientation session, informational materials are provided and a Parent Orientation video is viewed by the parents in the language of their choice. Translators are available to the parents and guardians. After the video is being viewed in the language of their choice, parents or guardians are encouraged to ask questions, through the translators, regarding the video or any concern that they may have about the different programs. They are then explained about the different features and goals of all 3 programs (Transitional Bilingual Education, Dual Language and Freestanding ESL). After they have a complete understanding of the 3 different programs, they are asked to complete the Parent Survey and Program Selection form to indicate their program choice. Next, personal conversations between the parents/guardians and our pedagogues are conducted about their choice of program. Once we provide the information about all three program choices, we distribute to the parents a Parent Survey and Program Selection Form, where parents indicate their program choice. After this process is completed, we enter parent choice according to the Parent Survey and Program Selection Form in the ELPC screen in ATS.

P.S. 971 also makes sure to keep track of parents who are selecting different programs other than Freestanding ESL. Those parents who select different programs other than Freestanding ESL are explained that their choice of program is fully respected and we would like to fulfill their request, but since our school currently does not have Transitional Bilingual Education and Dual language, our school keeps track of their choice. In the meantime, their child will receive ESL services until the school reaches 15 or more ELLs with the same language in one grade or in two contiguous grades. Parents will be notified through a meeting if we reach the number of students necessary to open up a bilingual program. If their choice of program is one that we do not currently

have, our school contacts the Office of English Language Learners which will take the necessary steps with the Office of Student Enrollment to transfer. Parents will continually be updated through letters and phone calls on placing their child in their choice of program.

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](#)].)

Our school makes sure that entitlement letters and Parent Survey and Program Selection forms are placed on the school's letterhead. Copies of letters and forms are made in parents' preferred language. Before we distribute entitlement letters, we make two copies--one of which is placed in the Compliance Binder and another one in students' Cumulative Folders. When parents return the Parent Survey and Program Selection forms, two copies are also made--one of which is placed in the Compliance Binder and another one in students' Cumulative Folders. All of these documents are stored securely in the school.

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.

Currently, parents who choose Freestanding ESL are placed in their choice of program. P.S. 971 makes sure to keep track of parents who are selecting programs other than Freestanding ESL. Those parents who select ELL programs other than Freestanding ESL are explained that their choice of program is fully respected and we would like to fulfill their request, but since our school currently does not have Transitional Bilingual Education and Dual language, our school keeps track of their choice in our Compliance Binder stored in the ESL coordinator's room as well as in the students' cumulative folders. In the meantime, their child will receive ESL services until the school reaches 15 or more ELLs with the same language in one grade or in two contiguous grades (the requirement to open up a bilingual program). If their choice of program is one that we do not presently have, our school contacts the Office of English Language Learners which will take the necessary steps with the Office of Student Enrollment to transfer. If the choice of program exists at our school, parents of ELLs receive placement letters. Copies of these placement letters are stored in the ESL coordinator's room as well as in students' cumulative folders in the school's office.

If parents are unavailable to attend the first parent orientation, we invite them via letters and phone calls to come to a make-up session. These communication activities are recorded in a log. If parents do not attend any of the sessions after several attempts, the default program is Transitional Bilingual Education as per CR Part 154.

In addition to maintaining records placing ELLs in their chosen program, records for ELLs who still need ESL services according to their NYSESLAT scores (continued entitlement letters) are stored in the ESL coordinator's room as well as in students' cumulative folders in the school's office.

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.

The New York State English as a Second Language Achievement Test (NYSESLAT) is administered to the students who have been identified as Limited English Proficient (LEP) to measure their English language proficiency. P.S. 971 looks at the RLER code from the ATS report to identify the LEP students who are eligible to take the NYSESLAT. All four modalities of the NYSESLAT is administered under the supervision of our certified ESL teachers, Thiri Soe, Amy Chan and Connie Alleo, who are also being trained for the NYSESLAT administration and scoring. The speaking subtest is administered at a quiet location separate from other students and is administered during the given dates. The listening, reading, and writing subtests are administered to groups of students during the testing windows. Since the NYSESLAT is an untimed test, additional time is provided as necessary. P.S. 971 makes sure to allow any student who is working productively to have as much time as he or she needs to complete the test. Testing accommodations are provided to the LEP students with disabilities as per their IEP or section 504 accommodation plan.

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.  Parent Survey and Program Selection forms (as of October 2013):

Transitional Bilingual Education  
7 (K-3)

Dual Language  
5 (K-3)

Freestanding ESL  
94 (K-3)

According to the data, the majority of the parents chose Freestanding ESL for their child, while seven parents chose Transitional Bilingual Education and five parents chose the Dual Language Program. Since there is not a sufficient number of ELLs with the same language in one grade level or two contiguous grade levels who chose Transitional Bilingual Education, our school currently does not have this program. To build alignment between parent choice and program offerings, we will keep records of parent choice letters requesting Transitional Bilingual Education. In the event that there are fifteen or more ELLs with the same language in one grade level or two contiguous grade levels, a Transitional Bilingual Program will be opened.

## 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])?

P.S. 971 implements a Freestanding English as a Second Language (ESL) Program. The primary goal of the program is to support students in achieving English language proficiency. At our school, we practice push-in (co-teaching) and pull-out models. The ESL teachers and classroom teachers collaborate by using one or more of Andrea Honigsfeld and Maria Dove (2010) Seven Coteaching Models. When coteaching, teachers work together to make the content and language skills more accessible to ELLs by aligning the curriculum to both Common Core Learning Standards and NYS ESL Standards. When we pull out the students, we reinforce the skills that they are learning in class and give them additional support in areas of language needs.

At our school, the ELLs are placed in heterogenous classes. There are mixed proficiency levels in each class.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

The staff of P.S. 971 makes many considerations and adjustments in order to comply with the mandated service minutes required for each language proficiency level and the needs of our ELLs. The ESL teachers provide services to all eligible students. According to CR Part 154, three hundred and sixty (360) minutes a week are to be provided to all students at the beginning and intermediate levels. One hundred and eighty (180) minutes a week of service are to be provided to students who are at the advanced level. One hundred and eighty (180) minutes a week of ELA instruction are also given to the advanced ELLs. ELLs also receive attention during the extended day intervention period. We currently have an F- status ESL teacher, who services children based on the push-in and pull-out models. The two full-time ESL teachers co-teach with the classroom teachers and the reading teacher during the literacy block in order to build and support language development within the curriculum.

In order to meet the linguistic needs of our ELLs, as well as comply with parental choice and CR Part 154, P.S. 971 provides ESL instruction through push-in and pull-out programs. We make every attempt to group ELLs together in their classrooms in order to make push-in scheduling and servicing as efficient as possible.

In the event that a Transitional Bilingual Education program is opened, students will receive 60% of their instruction in their native language and 40% of their instruction in English. As students' language skills in English progress, the amount of native language instruction will decrease. In this program, beginner and intermediate students will still receive 360 minutes of ESL instruction. Advanced students will receive 180 minutes of ESL instruction. In addition, advanced students will receive 180 minutes of ELA instruction.

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.

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

by planning language objectives for content area lessons and make them explicit to students, emphasizing academic vocabulary development, activating and strengthening background knowledge, promoting oral interaction and extended academic talk, reviewing vocabulary and content concepts and giving students feedback on language used in class.

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

At the beginning of the year, students who were identified as ELLs and whose native language is Spanish were given the Spanish LAB by our ESL teachers Thiri Soe, Amy Chan and Connie Alleo as well as our Spanish translator, Angelina Inocent. Administering the Spanish LAB allowed us to evaluate the students' dominant language, which will facilitate appropriate instruction for them.

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

ELL students are assessed throughout the year to determine their English language proficiency in the four modalities. The ELL Periodic Assessment is administered twice a year to determine students' language levels in reading, writing and listening. ELLs are also assessed in reading using Fountas and Pinnell at least three times in the school year.

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).

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

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

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

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

c. At the present time, we do not have ELLs who have been receiving services for 4 to 6 years. However, if we were to have such students we would organize curricula around themes to facilitate students' content knowledge and academic vocabulary. We

would also scaffold the content knowledge to make it more accessible to students. In addition, we will incorporate students' backgrounds, cultures, native languages and experiences into our lessons. We would constantly build students' confidence in being able to learn a new language (English) in order to keep them motivated and engaged so that they can be academically successful.

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

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

e. Former ELLs who were proficient in the English language according to the NYSESLAT receive two years of additional support. Those who will be taking the New York State ELA and Math Examinations will be provided with the appropriate testing accommodations such as time extensions, separate location, bilingual dictionaries and glossaries, simultaneous use of English and alternative language editions, oral translation for lower incidence languages and the opportunity to write responses to the open-ended questions in their native language.

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?

At P.S. 971, we have ELL students who are designated as Students With Disabilities. This population receives individualized instruction from their classroom teacher, paraprofessionals, and the ESL provider as prescribed by their Individualized Educational Program. Collaboration between teachers is essential to ensuring congruence and focused planning. In addition to this instruction, students in special education are also serviced with the Words Their Way program by the school's special education teacher. The Words Their Way program provides the visuals needed to develop students' vocabulary and phonics skills. This supports the students in developing their English language vocabulary which facilitates their English language acquisition. In addition, this program provides a more hands-on approach (e.g., cut and paste, sorting, matching pictures to letters/words) to learning phonics which is beneficial to Students With Disabilities who are more visual and kinesthetic learners.

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?

At P.S. 971, the teachers of the ELL-SWD population differentiate instruction in all content areas with the use of small strategy groups, one-to-one conferring, visual and print aids. The teachers create a classroom environment where children feel safe as learners to take risks in their learning. All students continue to receive push-in and pull-out services as well as small group instruction with the reading teacher. There are many opportunities for students to speak to staff members in their native language, which serves as a support to smoothly transition into the English language. In addition, all teachers who work with the ELL-SWD population view students' IEPs to become aware of their IEP goals and make every attempt to plan instruction and teach around these goals.

Our ELL-SWDs are placed in ICT classes according to their IEPs. The students' educational setting is determined by their needs according to teachers' observations of the students as well as various assessments of their progress (e.g., Fountas and Pinnell, end-of-unit assessments, rubrics to grade writing and math).

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

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

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

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

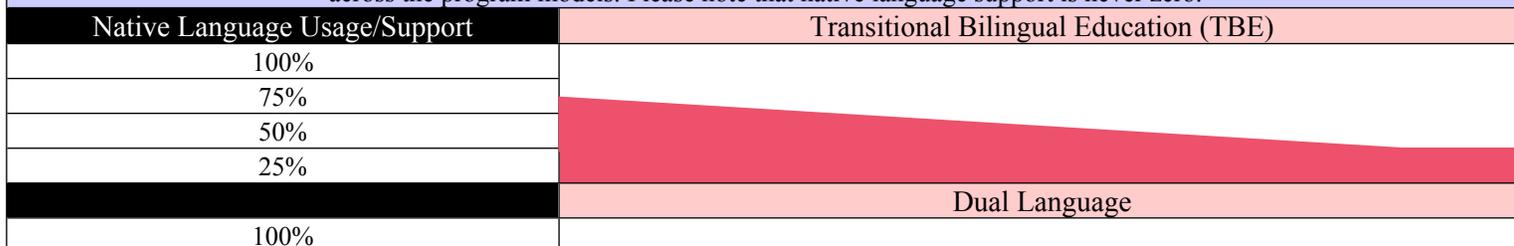
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 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 <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> 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.



75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
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.

The school community is centered on creating an environment that allows all learners to flourish. Teachers, paraprofessionals and school aides who speak the ELL population's native language provide additional support when needed throughout each school day. In addition, other interventions such as extended day focus on the ELL population, where strategies in phonics-based and sight word learning are critical. These strategies are applied to reinforce and provide optimal reinforcement for ELL advancement. In addition, careful evaluation of LAB-R and NYSESLAT data results helps align the instructional measures to ensure that the ELL population receives adequate interventions in not just the ELA content area, but also, integrated throughout instruction in math, science and social studies.

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

Our current program has resulted in the improvement of our ELLs. All teachers are aware of all the ELLs in their class and provide the necessary accommodations to meet the ELLs' needs. Most students have made progress in their English language proficiency level. From formal and informal assessments, we noticed that our beginner students need extensive BICS development. As a result, we designed a curriculum to help build this type of language. For example, to improve their BICS development, we use visuals, gestures, facial expressions as well as encouraging them to have more face-to-face interactions. In addition, we also model appropriate language use to comprehend and produce social language and vocabulary.

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

This year for the Title III after school program, we will be using Ballard & Tighe's Carousel of IDEAS English Language Development Program. The program encompasses five levels of English language acquisition: beginning, early intermediate, intermediate, early advanced and advanced. It incorporates academic content and vocabulary and differentiates instruction based on language level to meet the needs of ELLs.

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

All programs and services for ELLs will remain intact and continue.

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

Currently, we offer afterschool programs to all ELLs as an outlet to further interact and demonstrate language skills in a recreational and hands-on manner. One of the programs we offer is Chemistry in the Kitchen, which integrates science and cooking by studying the chemistry in different types of foods. We also offer another program entitled iPad Orchestra, which integrates music and technology. Another program we offer is ESL afterschool, where we use the Ballard & Tighe's Carousel of IDEAS English Language Development Program in order to address the four modalities of the English language (speaking, listening, reading and writing).

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

Currently, all of our ELLs are newcomers. We use technological and literacy-based programs such as Starfall and Foundations to match visual images to text to reinforce sight word and vocabulary building. In addition, interactive images with text allow students to build upon their language proficiency. Also, materials such as flashcards are used daily to reinforce sight word building and language usage. Other materials (i.e. sequencing games, nursery rhymes, big books, reader's theatre, student-labeled school environment, student-created center charts, word walls, color charts, puppets, letter tiles and listening center) also provide additional learning support to our school's ELL population. Moreover, the SmartBoard is utilized in the classrooms to project visuals needed for language support and modeling and to also make language learning more interactive.

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

P.S. 971 provides native language support through the use of the Freestanding English as a Second Language program. Within this program, there is a dynamic of building native language classrooms where school staff members who speak the ELLs' native language bridge the gap by allowing students to learn, express and generate content more confidently and independently. Native language support is provided by using literature in English and/or the students' home language, that features the students' language and cultural groups. Native language support is also provided by encouraging students to maintain and develop their first language at school, at home and in the community. Our teachers make attempts to learn about the culture of the children we teach by listening to our students and showing interest in their cultures. For example, we plan assignments that bring students' cultures, families, languages and experiences front and center, talk with colleagues who share the students' backgrounds and learn about their culture through books, movies and music. In addition, native language support is also provided by using the native language library in ESL classrooms, school library and in their own classrooms.

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

At our school, required services support and resources correspond to ELLs' ages and grade levels by carefully designing units based on the needs of our ELLs at their appropriate level. We follow New York State English as a Second Language Standards as well as the Common Core Learning Standards. Resources such as the Foundations program and internet literacy-based programs such as Starfall and BrainPop support ELLs' English language development. To enhance their learning, we also use supplemental materials such as flashcards, games, nursery rhymes, big books, reader's theatre, color charts, puppets, letter tiles, and interactive images with text.

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.

At the beginning of the school year, we offer a parent open house to inform parents about what their child will be learning and how the school day will be structured throughout the year. In addition, we are currently in the process of compiling a newcomers' packet with key vocabulary and phrases in English and in their home language, home activities, a map of the school, bilingual books for parents to read to their children and how to seek outside resources to support their child's learning.

18. What language electives are offered to ELLs?

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

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)?

As of now, the Dual Language program is not available at our school.

## 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. All classroom teachers, special education teachers, ESL teachers, art teacher, performing arts teacher, science teacher, gym teacher, reading teacher and paraprofessionals will receive professional development in designing curriculum through the use of the Atlas System that focuses on building instruction for all ELLs.

Professional Development will be given on the Fountas and Pinnell Benchmark Assessment System. This system will be used for assessing reading levels of all ELLs. The performance task will be given to measure student learning. In addition, Creative Curriculum (Kaplan) will be used as a school-wide study to understand ELL learning and to develop strategies for ELL instruction. This year, the Center for Integrated Teacher Education (CITE) will also be used as consultants for professional development in literacy alignment with the needs of ELLs. Professional development focusing on ELLs is given by network staff on a monthly basis.

2. Classroom and ESL teachers at the school attend professional development workshops given by the Office of English Language Learners. One set of workshops in particular is the Reading and Writing Nonfiction for ELLs Institute. It is a series of workshops that focuses on making nonfiction reading and writing more accessible to ELLs in order to be more aligned with the Common Core Standards.

Our teachers of ELLs have also attended Quality Teaching for English Learners - Building the Base I, which was a five-day workshop pertaining to ELL strategies for addressing each of the four modalities of the English language.

3. Although at this time our school only reaches grade 3, staff is supported in implementing Common Core Standards and College Readiness into curriculum design. This support takes place during common grade meetings, staff retreats and informal walk throughs. Our long-term plan to support our staff in assisting ELLs into their transition to middle school includes informational parental meetings, school visits and middle school fairs. Our school leadership and guidance counselor are also creating a long-term plan to provide professional development to staff (e.g., academic and emotional development of middle school aged ELLs) in order to assist ELLs as they transition.

4. 7.5 hours of ELL training for all staff (10 hours of ELL training for special education teachers) will include:

- Understanding the system of the NYSESLAT and how to implement strategies into daily curriculum
- Developing a word study program that focuses on oral communication and language development
- Making instruction "visual" and connecting language development to daily instruction
- Understanding cultural differences within our Asian, Latino and Middle-Eastern population and surrounding community
- How to implement the Core Knowledge Curriculum into daily instruction

Professional development hours in ELL training as per Jose P. are tracked in an online record-keeping system called Smartsheet. All staff also write a brief description on how they will utilize this ELL training with their students.

## 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 in our school is seamless. We invite parents into our classrooms monthly via Parents as Learning Partners. We have monthly PTA meetings that alternate to accommodate parents' schedules. Translators are provided during these meetings to accommodate parents' language needs. Parents are also encouraged to volunteer in classrooms as well as many of our school events.
  2. We have partnered with "We Are New York," a Community Based Organization created by the New York City Mayor's Office of Adult Education and The City University of New York, to help immigrant families adjust to American culture. They provide classes to learn English, as well as classes that inform adults about their rights and opportunities in the community. We also host annual community service workshops which help our parents become aware and involved with the community they live in.
  3. We evaluate the needs of parents through surveys, SLT meetings and informal conversations with our school's parent coordinator, as well as via the PTA (meetings and PTA council). We also collect data via Smartsheet to further help us track our parent involvement. Translations are provided by the staff in the form of oral and written translations.
  4. We tailor our afterschool programs for students based on parental concerns and parental activities (such as programs on how to use the internet) that allow parents opportunities to access various outlets within the community as well as virtually.

## 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: P.S. 971**

**School DBN: 20K971**

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ruth Stanislaus	Principal		11/1/13
	Assistant Principal		
Yusef Abdullah	Parent Coordinator		11/1/13
Thiri Soe	ESL Teacher		11/1/13
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
Amy Chan	Other <u>ESL Teacher</u>		11/1/13
	Other		
	Other		
	Other		

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

*Requirement under Chancellor's Regulations – for all schools*

DBN: 20K971 School Name: P.S. 971

Cluster: 5 Network: 511

**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**

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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 data and methodologies used to assess translations consist of:

- Home Language Identification Survey
- Teacher family information packets survey
- Blue cards
- ELL enrollment of students
- Examining the levels of students on 2012-13 NYSESLAT scores that may reflect the level of English spoken in the home
- ATS report (RHLA)

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.

According to the aforementioned sources indicating written translation and oral interpretation needs, we discovered that our families need Mandarin, Cantonese, Spanish and Arabic translations. We also found that approximately 93% of our families are Chinese and Spanish speakers and need intensive translation services. We shared this information with the PTA (through PTA meetings) and classroom teachers (through informal conversations). We supported this through having our bilingual school aides and paraprofessionals translate during our PTA meetings, social events and parent-teacher conferences.

## Part B: Strategies and Activities

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

Translations services are provided by our bilingual Spanish or Mandarin-speaking paraprofessionals and school aides. Translations are also provided by our bilingual Spanish or Mandarin-speaking classroom teachers. In addition, we also have a community service program with the local high school where high school students offer translation services during parent-teacher conferences. Notices and family communications are provided in four languages: Spanish, English, Mandarin and Arabic.

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

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

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

Parents are given information in regards to obtaining translation services during PTA meetings and parent-teacher conferences. Signs regarding important information and school events are posted in Chinese, Spanish and English at the front entrance of the school as per Section VII of the Chancellor's Regulations A-663. In addition, when communicating with teachers, administrators and other school staff, parents are provided translations as necessary from staff who are fluent in their native language. In the case of low-incidence languages, the Translation and Interpretation Unit will be contacted for assistance.

# 2012-13 Comprehensive Education Plan (CEP)

## Title III Supplemental Program for ELLs

**Directions:** Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

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

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

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

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

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

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

Language of instruction: English

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

## Part C: Professional Development

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

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

Begin description here:

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

**Part D: Parental Engagement Activities**

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

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

Begin description here:

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

**Part E: Budget**

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

Allocation Amount: \$0

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

**Part E: Budget**

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
materials. <ul style="list-style-type: none"><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		