



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

School Name: FOREST ELEMENTARY

DBN (i.e. 01M001): 24Q071

Principal: INDIANA SOTO

Principal Email: ISOTO6@SCHOOLS.NYC.GOV

Superintendent: MADELENE CHAN

Network Leader: QADIR DIXON

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
Indiana Soto	*Principal or Designee	
Nancy Wagner	*UFT Chapter Leader or Designee	
Michelle Prezzy and Monique Gonzalez	*PA/PTA President or Designated Co-President	
Josephine Basone	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	
Anita Grunin	Member/ Teacher	
Melanie Nunez	Member/ Teacher	
Kathleen Remson	Member/ Teacher	
Claudia Silva	Member/ Teacher	
Rob Perez	Member/ Parentt	
Evelyn Penido	Member/ Teacher	
Glenda Castro	Member/ Parent	
Leslie Martinez	Member/ Parent	
William Munson	Member/ Parent	
Victoria Wtrokowski	Member/ Parent	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

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

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 By June 2014, based on our triangulation of data, our school community will work in collaboration with our parent community and stakeholders in providing training opportunities pertaining to academic and personal behavior expectations that are aligned with Common Core Learning Standards

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.
 A needs assessment was conducted and after triangulation of data it was decided that our parent community and other stakeholders would like more training on academic and personal behaviors aligned to CCLS

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

1. Teacher teams will identify our struggling students based on the implications of our inquiry work.
2. Classroom teachers will invite the families of our identified struggling students to a parent workshop that will provide them with a deeper understanding of the specific teaching strategy their child would benefit from.

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

1. School Principal, Grade level Teacher Teams and Parent Coordinator

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

1. Students whose parents attend the training sessions on the CCLS will demonstrate an increased ability to utilize different learning strategies for both ELA and Math

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

1. Once a month a training session on the CCLS will be provided beginning January 2014 through June 2014

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

1. Teacher teams and administrators will conduct a triangulation of the following data sources: NYC Performance Assessment Task, Interim Assessments and implications of student work with the support from CFN 410 EA for School Improvement, Achievement & Instruction

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- School Administration and Parent Coordinator will lead workshops on the following topics: Matching Books to Readers, Goal Setting, CCLS Expectations, Parents as Reading Partners, and Supporting Students at Home, RAZ-Kids website.
- Parents will be trained on how to use ARIS Parent Link.
- Family nights will be held monthly to encourage parents in becoming active participants in their children's education.

Surveys will be distributed to parents to determine future workshops including teacher-led Parent University courses
 These incentives will enable us to achieve the following PIP goals.

- 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 CCLS and assessments;

Budget and Resource Alignment

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

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

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

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2014, at least 50% of our 4th grade students and our 5th grade students will demonstrate academic growth utilizing the NYC Performance assessment informational reading and writing rubric.

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.

Upon reviewing the summative data results, it was determined that the students are not meeting proficiency level

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

1. Teachers will provide students with a user-friendly rubric that is aligned to the CCLS. This will enable them to understand how they are being assessed and to self-assess their own learning.
2. Teachers will develop HOTQ and engage our students in academic discussions.
3. Teachers will design tasks that are cognitively challenging for our students based on the implications of the data

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

1. Grade level, Curriculum Analysis and Response to Intervention teacher teams, School Administration

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

1. The targeted student population will be our general education and student with disabilities in 4th and 5th grade.

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

1. Effective October 2013 until the end of the academic year- June 2014.

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

1. Customized professional development based on the implications of the teacher evaluations
2. Learning experiences outside the classroom community in which our students can apply the skill sets they have acquired in the classroom setting.
3. Collaborative feedback sessions with school administration, pedagogues and parental community
Grade level teams will participate in weekly common planning/preparation periods in which they will identify specific teaching strategies/resources that will support the learning of our 4th and 5th grade students.
4. Curriculum Analysis teacher team will provide specific resources that would support the learning of our 4th and 5th grade students
5. Response to Intervention teacher team will provide specific teaching strategies that will support our 4th and 5th grade students
6. Support from CFN 410 EA for School Improvement, Achievement & Instruction

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parent and teacher conference (November and April) ongoing parental communication as necessary

- School Administration and Parent Coordinator will lead workshops on the following topics: Matching Books to Readers, Goal Setting, CCLS Expectations, Parents as Reading Partners, and Supporting Students at Home, RAZ-Kids website.
- Parents will be trained on how to use ARIS Parent Link.
- A Parent Handbook will be provided and translated in all dominant languages.
- Family nights will be held monthly to encourage parents in becoming active participants in their children's education.

- Surveys will be distributed to parents to determine future workshops including teacher-led Parent University courses.

These incentives will enable us to achieve the following PIP goals.

- 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 CCLS and assessments;

Budget and Resource Alignment

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

Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June of 2014 the English Language Learners literacy rate in grades K-5 will increase by at least 50% as indicated by the I-Ready benchmark levels

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.
Upon reviewing the summative data results, it was determined that our English Language Learners are not meeting reading proficiency levels

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
1. Teachers will provide our students with a user-friendly rubric that is aligned to the CCLS. This will enable the student to understand how they are being assessed and to self assess their own learning.
2. Teachers will develop HOTQ and engage our students in academic discussions
3. Teachers will design tasks that are cognitively challenging for our students based on the implications of the data
B. Key personnel and other resources used to implement each strategy/activity
1. Grade level teams, Curriculum Analysis team, ESL Coordinator, Response to Intervention teacher team and School Administration
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Our English Language Learner students in grades Kindergarten through 5 th grade
D. Timeline for implementation and completion including start and end dates
1. Effective November 2013, every six weeks classroom teachers will administer a pre and post assessment for specific units of study in ELA instruction.
2. Effective February 2014, twice a month grade level teacher teams will look at student work and identify specific teaching strategies utilizing the Tuning Protocol
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Customized professional development based on the implications of the teacher evaluation
2. Learning experiences outside the classroom community in which our students can apply the skill sets they have acquired in the classroom setting.
3. Collaborative feedback sessions with school administration, pedagogues and parent community
4. Grade level teams will participate in weekly common planning/preparation periods in which they will identify specific teaching strategies/resources that will support the learning of our English Language Learners

5. Response to Intervention teacher team will provide specific teaching strategies that will support our English Language Learners.
6. Support from CFN 410 EA for School Improvement, Achievement & Instruction

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Teacher/Parent conferences (November, April) ongoing parental communication as necessary.

- School administration and Parent Coordinator will lead workshops on the following topics: Matching Books to Readers, Goal Setting, CCLS Expectations, Parents as Reading Partners, and Supporting Students at Home, RAZ–Kids website.
- Parents will be trained on how to use ARIS Parent Link.
- A Parent Handbook will be provided and translated in all dominate languages.
- Family nights will be held monthly to encourage parents in becoming active participants in their children's education.

These incentives will enable us to achieve the following PIP goals.

- 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 CCLS and assessments;

Budget and Resource Alignment

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

x	Tax Levy	Title IA	Title IIA	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 #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.

By June 2014, Administrators will provide teachers with actionable, timely feedback utilizing the Danielson FFT for the purpose of increasing our students' academic outcomes. Each administrator will identify at least ten teachers that have moved their instructional practices in the area of using assessment in instruction and engaging students in learning.

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.

Based on the results of the Quality Review that was conducted on October 12, 2012, it was recommended that administration provide specific actionable and timely feedback. Based on the implications of the summative data, there is not consistency of academic progress across 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.

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

1. The implications of the first round of informal observations indicate a school-wide trend of limited proficiency on the different elements of utilizing assessment during instruction

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

1. School Administration and pedagogues

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

- 1. 95%of pedagogues teaching core curriculum and 95%of pedagogues teaching content specific instruction

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

- 1. As of September 2013 conduct common professional development time for each grade and for each arts program
- 2. Al of February 2014, teacher teams will look at a student work utilizing the tuning protocol and identify specific teaching strategies
- 3. As of January 2014, school principal will conduct individualized teacher conference utilizing the data results of their informal observations and the results of students formative assessments through June 2014

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

- 1. Customized professional development
- 2. Frequent actionable collaborative feedback
- 3. Ability to look at student work using specific protocols and identify specific teaching strategies
- 4. School administration will identify resources that will support the development of the teacher’s practice.
- 5. Support from CFN 410 EA for School Improvement, Achievement & Instruction

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

School Administration and Parent Coordinator will lead workshops on the following topics: Matching Books to Readers, Goal Setting, CCLS Expectations, Parents as Reading Partners, and Supporting Students at Home, RAZ–Kids website.

- Parents will be trained on how to use ARIS Parent Link.
- A Parent Handbook will be provided and translated in all dominate languages.
- Family nights will be held monthly to encourage parents in becoming active participants in their children’s education.
- Surveys will be distributed to parents to determine future workshops including teacher-led Parent University courses.

These incentives will enable us to achieve the following PIP goals.

- 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 CCLS and assessments;

Budget and Resource Alignment

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

x	Tax Levy	Title IA	Title IIA	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 #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.

A. Strategies/activities that encompass the needs of identified subgroups
1.
B. Key personnel and other resources used to implement each strategy/activity
1.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
D. Timeline for implementation and completion including start and end dates
1.
E. 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.

	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

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Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<ul style="list-style-type: none"> • Leveled Literacy Intervention Program • Time for Kids Nonfiction Guided Reading Program • Data Based Strategy Groups • Guided Reading • Raz Kids • iReady • Mimeo 	<ul style="list-style-type: none"> • Small Group Work • One to one tutoring 	During the school day, Response to Intervention Period, Extended Day, After School Program
Mathematics	<ul style="list-style-type: none"> • Data Based Strategy Groups • Dreambox Learning • iReady • Graphic Organizers • Co teaching 	<ul style="list-style-type: none"> • Small Group Work • One to one tutoring 	During the school day, Extended Day, After School Program
Science	<ul style="list-style-type: none"> • Leveled Literacy Intervention Program • Strategy Groups • Guided Reading 	<ul style="list-style-type: none"> • Small Group Work • One to one tutoring 	During the school day, Extended Day, After School Program
Social Studies	<ul style="list-style-type: none"> • Leveled Literacy Intervention Program • Strategy Groups • Guided Reading 	<ul style="list-style-type: none"> • Small Group Work • One to one tutoring 	During the school day, Extended Day, After School Program
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance Counselor	<ul style="list-style-type: none"> • Small Group • One on One 	During the school day

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

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • Assistant Principals will work closely with network HR point person to ensure that all teachers receive 175 hours of professional development within their 5 years of holding their professional license. • Assistant Principals will hold workshops on how to apply for their professional license and complete necessary paperwork. • Grade level teams will meet three times per week for common preparation and planning. • New teachers meet weekly with their identified mentors and discuss their professional progress and their current pedagogical challenges. • Teachers will receive common professional development on a weekly basis that is aligned to the quality review, CCLS and Danielson Framework of Teaching.

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"> • Music and Art Cluster teachers will attend the two day training on Aligning the Arts to the CCSS • Teachers from the curriculum analysis team will attend both Core Curriculums bimonthly professional development • Teacher team will look at student work utilizing the tuning protocol on a weekly basis. <p>MOSL committee will provide professional development on the vertical cohesiveness of the assessment criteria for ELA and Math</p> <ul style="list-style-type: none"> • Science Clusters will attend three network meetings in the area of science and ELA. • RTI team members will provide explicit teaching strategies to their colleagues for students who are in Tier 2 and Tier 3 • Special Education Teachers will receive training on writing an IEP that is aligned to the CCLS by the Department of Education Office of Students with Disabilities

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 <i>the intent and purpose</i> programs
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whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

- Dually certified ESL teacher is funded with FSF
 - Per session for teachers is being funded by FSF
 - Books, materials, and supplies and PD sessions are being funded by FSF and Title I
 - I-ready, and Smarty Ants Software is funded by NYSTL Software and Title III
- F-Status ESL teachers is being funded with Title III.

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.).

The Kindergarten teachers meet with all parents and students who are entering Kindergarten for the upcoming school year. The parents are given a tour of the school by the Parent Coordinator, while the children are screened in literacy and math skills. The Kindergarten grade leader contacts the pre-schools to discuss curriculum alignment and offers parent workshops to the incoming parents on the prerequisite skills needed to enter kindergarten. The IEP teacher meets with all incoming special education parents during registration to ensure that services will be provided from the first day of school.

Measures to Include Teachers in Decisions Regarding Assessments

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

Our MOSL committee developed a genre specific rubric that is aligned to the NYC Performance Assessment rubric. Our MOSL committee identified the learning gaps based on the results of the NYC Performance Assessment Task and provided each classroom teacher with specific teaching strategies based on the findings. All classroom teachers are conducting running records and developing various student groups based on specific skillsets..

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).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, **PS 71 Forest Elementary**, 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. **PS 71 Forest Elementary'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;

PS 71 Forest Elementary's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

PS 71 Forest Elementary 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;

PS 71 Forest Elementary

SCHOOL-PARENT COMPACT

REQUIRED OF ALL SCHOOLS

MAY BE LAST YEARS BUT MUST BE UPDATED

PS 71 Forest Elementary, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
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 24	Borough Queens	School Number 071
School Name Forest Elementary		

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 Indiana Soto	Assistant Principal Ciro LaBarbera
Coach	Coach
ESL Teacher Orit Sperber/ESL Coordinator	Guidance Counselor
Teacher/Subject Area Donna Graff/Grade 5 ESL	Parent
Teacher/Subject Area Vanessa Ballis/Grade 3 ESL	Parent Coordinator Jackie Jaquez
Related Service Provider	Other Evelyn Penido/Grade 1 ESL
Network Leader(Only if working with the LAP team)	Other Josephine Palermo/Grade 2 ESL

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	948	Total number of ELLs	128	ELLs as share of total student population (%)	13.50%
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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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0								0
Dual Language (50%:50%)	0	0	0	0	0	0								0
Freestanding ESL														
self-contained	2	0	1	0	0	0								3
Discrete ESL class	0	2	0	1	1	1								5
Total	2	2	1	1	1	1	0	8						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	128	Newcomers (ELLs receiving service 0-3 years)	112	ELL Students with Disabilities	17
SIFE	7	ELLs receiving service 4-6 years	16	Long-Term (completed 6+ years)	0

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	112	7	10	16	0	7	0	0	0	128
Total	112	7	10	16	0	7	0	0	0	128

Number of ELLs who have an alternate placement paraprofessional: 0

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
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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

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
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	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	25	3	14	5	8	14								69
Chinese	0	0	0	0	1	0								1
Russian	3	0	0	0	0	0								3
Bengali	0	0	0	0	0	0								0
Urdu	0	0	0	0	0	0								0
Arabic	12	2	10	1	4	5								34
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	3	0	2	0	3	0								8
Albanian	2	0	1	2	0	0								5
Other	3	2	0	0	3	0								8
TOTAL	48	7	27	8	19	19	0	0	0	0	0	0	0	128

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)	0	3	1	1	0	2								7

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)	1	10	1	9	7	3								31
Advanced (A)	5	10	3	9	3	6								36
Total	6	23	5	19	10	11	0	0	0	0	0	0	0	74

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	14	2	3	0	19
4	13	0	0	0	13
5	9	7	0	0	16
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	12	2	4	4	1	0	1	0	24
4	7	1	4	0	0	1	0	0	13
5	9	2	6	1	2	1	0	1	22
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	0	4	1	6	0	0	0	11
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.

We use the TCRWP Running Records and concepts of print as assessments to determine the literacy skills of our ELLs. Students knowledge of letter identification and sounds, concepts of print and sight words are assessed first, followed by reading levels. Currently, the running record data for students' reading levels reveal that the majority of our ELLs across grades K-5 are reading below grade level standards. This information helps inform our school's instructional plan in many ways. Our ELLs in grades 1-5 who are in this category are placed in the extended day program where they receive small group instruction to target their specific needs. In addition, most of these ELLs are Tier 2 RTI students who receive strategic small group instruction that best addresses their areas of need. Within the classroom, the ELL teachers strategically plan small group instruction, including work with guided reading. At PS 71, we also administer the NYC Performance Assessment. Our MOSL committee is in the process of analyzing the data, which will then be distributed to the teachers. Once the teachers have this information, they will better understand the needs of their ELLs as writers and use it plan for whole group, small group and one-on-one instruction.

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

After analysis of the NYSESLAT, we have discovered that the majority of our last year's kindergarten class tested out. Out of the total of 33 ELL students in kindergarten, 26 of them tested out, leaving only 6 ELLs to enter 1st grade for the current school year. This has been a consistent pattern across the years at PS 71 with our ELL kindergarten students becoming proficient. Grade 1 students who took the Lab-R in the 2012-2013 school year and received a beginner level, now scored as either intermediate or advanced for the NYSESLAT. This occurred for all students except for 3. For last year's second grade, there was a total of 12 ELL students. Seven of those students tested out and for the 5 students who did not test out, they moved up either 1 or 2 proficiency levels. Most of last year's 3rd graders moved up 1 proficiency level on the NYSESLAT. They moved from beginner to intermediate or intermediate to advanced. This was true with the exception of 2 students who moved down a proficiency level. Most of the advanced students tested out. This included several ELL-SWDs. The majority of last year's 4th graders moved up a proficiency level from beginner to intermediate, intermediate to advanced or advanced to proficient. The ELL-SWDs maintained their proficiency levels. As with the last year's 4th grade, the majority of 5th graders in the 2012-2013 school year moved up a proficiency level from beginner to intermediate, intermediate to advanced or advanced to proficient.

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

Due to the fact that we can no longer generate the data report for the NYSESLAT modality analysis for reading/writing and listening/speaking, we analyzed the NYSESLAT RLAT from ATS and looked at the raw scores and the decision pertaining to the proficiency level for the NYSESLAT. After analysis, we discovered that our ELL students across the grades struggle most with the writing, followed by the reading section. Their strengths lie in the listening and speaking modalities. This affects our instructional decisions in many ways. Once our NYSESLAT afterschool program begins we will strategically target certain skills and utilize certain strategies to differentiate our ELLs and move them to the next level. Within the classroom, ELL teachers are focusing on strengthening the students' writing skills. They target grammar and conventions, as well as development and elaboration of their ideas. For reading, teachers work with ELLs to analyze the text reading it closely to figure out what the details are telling them on both a literal and inferential level.

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?

At PS 71, we have a freestanding ESL program as per the parents' program choice. As noted above in question 2 after analysis of the NYSESLAT, we have discovered that the majority of our last year's kindergarten class tested out. Out of the total of 33 ELL students in kindergarten, 26 of them tested out, leaving only 6 ELLs to enter 1st grade for the current school year. This has been a consistent pattern across the years at PS 71 with our ELL kindergarten students becoming proficient. Grade 1 students who took the Lab-R in the 2012-2013 school year and received a beginner level, now scored as either intermediate or advanced for the NYSESLAT. This occurred for all students except for 3. For last year's second grade there was a total of 12 ELL students. Seven of those students tested out and for the 5

students who did not test out, they moved up either 1 or 2 proficiency levels. Most of last year's 3rd graders moved up 1 proficiency level on the NYSESLAT. They moved from beginner to intermediate or intermediate to advanced. This was true with the exception of 2 students who moved down a proficiency level. Most of the advanced students tested out. This included several ELL-SWDS. The majority of last year's 4th graders moved up a proficiency level from beginner to intermediate, intermediate to advanced or advanced to proficient. The ELL-SWDS maintained their proficiency levels. As with the last year's 4th grade, the majority of 5th graders in the 2012-2013 school year moved up a proficiency level from beginner to intermediate, intermediate to advanced or advanced to proficient. When it comes to ELLs taking tests in English compared to the native language, ELLs perform at a higher level when given in their native language. This pertains to the State Math and Science assessments. There are enough translated versions of the exams for those students to opt to take the exam in their native language whenever possible. State assessments are also offered in Spanish for ELLs who wish to use the Spanish version. Thus far we have noted that we will need an Arabic, Polish and Albanian translator, as well as Spanish versions of the State assessment.

As of the week of November 4, we will be administering our first ELL Periodic Assessment. The ELL Periodic assessment helps teachers since it predicts what the ELL students might receive on the NYSESLAT in the Spring. Therefore, teachers can use this information to drive their instruction. After the assessment is completed, the data will be analyzed and teachers will use it to plan for classroom instruction, as well as for the NYSESLAT after school program.

For the current school year, we haven't administered any Periodic Assessments besides the ELL periodic assessment. In the past academic years we have utilized these assessments and teachers have performed an item analysis. From this analysis, teachers were able to target specific skills students needed. The native language was not used during these periodic assessments. In lieu of the periodic assessments, we are administering the NYC Performance Assessments. In September we administered the pre-assessment to all students in grades k-5. We will administer the post NYC Performance Assessment in the spring. Our MOSL committee is in the process of scoring these assessments. Once scored, teachers will receive their students' scores and be able to analyze the data to plan for instruction. Only during the NYS Math and Science assessments do ELLs have the option to take it in their native language.

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

Our school follows the RTI framework by having all our students, including ELLs, in Tier I. Tier I consists of small group and individualized and differentiated instruction. After analyzing student data, teachers make recommendations for students to enter Tier II. This happens after the 7 weeks of instruction in Tier I. At the Tier II level of RTI, target students receive 30 minutes of small group instruction on 3 consecutive days per week. These small groups consist of about 3-5 students. This instruction is provided by the same interventionist as Tier I and takes place during Reading, Foundations, Word Study, and/or extended day. Constant monitoring of progress is done using SLOSSEN, DIBELS, Informal Reading Inventories, and daily note taking. Tier II is done with fidelity over the course of 10 weeks. After the 10 week Tier II period of instruction, if students have not made progress, teachers recommend them for Tier III instruction. This occurs over the course of 7 weeks and is done with fidelity. A different interventionist provides this instruction. It occurs in small groups with about 1-2 students over the course of 4 consecutive days in a week. The method of instruction is different than what was provided in Tier II. As in Tier II, constant monitoring of progress is done using SLOSSEN, DIBELS, Informal Reading Inventories, and daily note taking. This year at PS 71, our school has created a position for a special education coordinator. She looks at best practices and supports staff to help meet the needs of individual students, including ELLs in RTI. We also have a RTI team who meets 2 periods a month to discuss target students, including ELLs, and develop the best strategies to support them. Teachers will be able to have a resource of strategies to refer to once they know what skills their students need additional support in. The PPT team is also available to assist with behavior interventions for these students if needed.

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

At PS 71 we ensure that a child's second language development is considered in instructional decisions. Native language texts, as well as books at various grade levels are available in classrooms to support both their native language and their English language acquisition. Technology is made available through the use of listening centers, LeapPads, and computers to access websites like Starfall and RazKids. Picture and word to word dictionaries are available for student use as needed. ALL ELL classrooms are equipped with ELMO document cameras and/or SmartBoards to enhance lessons. Teachers are aware of the importance of picture supports, interactive word walls, as well as various ESL methodologies to support our ESL population. Students are also paired with a same language buddy. Furthermore, we make connections with cognates in languages so students can use their home language to develop the acquired English language.

7. For dual language programs, answer the following:

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

At PS 71 we only implement a freestanding ESL program.

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

We will evaluate the success of our programs for ELLs by analyzing the results of all formal and informal assessments. These include, but are not limited to the NYSESLAT, NYS Math assessment, NYS ELA assessment, NYC Performance Assessments, End of Unit Assessments, and running records. We will monitor the consistent progression of their reading and writing levels.

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](#).)
Upon initial registration, parents receive a packet and are asked to fill out a Home Language Identification Survey (HLIS) which is completed with the assistance of a pedagogue. If a language other than English is indicated on the HLIS form, then the School personnel secretary will inform the ESL coordinator. The ESL coordinator sits with the parents and asks questions to the parents and student. Translation services are available during the ELL identification process. Once the interview is complete, the ESL coordinator indicates whether the student is eligible for LAB-R testing or not. The Otele code is written by the ESL coordinator on the HLIS form. Based on the HLIS, if the student is eligible for LAB-R testing, the process begins. The student is taken to a separate room and is tested by a licensed pedagogue or the ESL coordinator and the LAB-R test is administered. The LAB-R and the Spanish LAB are administered within ten days of registration. The Spanish LAB is administered only if the student speaks Spanish and is indicated on the LAB-R. The LAB-R and Spanish LAB are hand-scored by a fully certified pedagogue. The ESL coordinator indicates whether the student should be placed in an ESL class or not based on the LAB-R results. Once students are identified as ELLs, the ELL program placement decision is made by parents. These students identified as English language learners are then placed in the proper classes. LAB-R grids are hand-scored and results are kept on file and used to determine and provide students with appropriate units of ESL instruction. Then, the hand-scored LAB-R and the Spanish LAB are submitted to the Borough Director for scanning and data entry into ATS.
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.
Within the first ten days of school, parents of all newly admitted ESL students are invited to attend a parent orientation workshop where they are given information regarding various ESL, Bilingual, and Transitional programs that are available in our district and our school. The parent orientation is an ongoing process. The ESL coordinator leads these workshops, along with other licensed pedagogues, the parent coordinator, and volunteers who are fluent in other languages. The volunteers serve as translators for speakers of languages other than English who may need assistance during the orientation process. These orientation team members work hand in hand with the ESL coordinator. During these orientations, we inform parents that they have the right to program options and select any program that meets their specific needs. We show parents a video, The Parent Choice video from the NYC Department of Education, on the various programs available in NYC and make them aware of which schools have specific programs and where they are located. We show the video in the native language. The information is also given in a handout in their native language, along with the parent choice program forms. This process is implemented as ELL students register in our school. After the videos have been viewed, parents are asked to fill out the program choice forms. This form is in their native language. If at any point a TBE/DL program becomes available based on the Aspira Consent Decree, parents who previously chose this program choice would be informed through a phone call, letter, and a meeting to discuss their child's placement.
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].)

We generate ATS reports to determine NYSESLAT eligibility. Parents of students who are eligible for ELL services attend the parent orientation where they view the Parent Choice video, complete the parent survey and program selection forms in their native language as needed. The completed original parent survey and program selection forms are filed, along with the original HLIS form in the CUM folder. The ESL coordinator is responsible for keeping a record of parent program selection forms. Based upon these surveys, placement letters in English and their native language are sent home. We track parents who have and haven't attended the orientations set up in our school. Parents who have not attended the orientations are requested to attend a make-up orientation. They are notified via telephone (translated when necessary) or a back pack letter to make up and attend the orientation. If parents do not attend the make up orientation then we take advantage of school events such as Family Nights or parent teacher conference to ensure these letters are distributed to parents and filled out. For those parents who cannot make an orientation meeting and who could not attend any school events, letters of entitlement are sent home with students to be filled out and returned back.

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.

Should fifteen students speak the same language in continuous grades and parents request a transitional bilingual or dual language program, a class would be created to meet the request of those parents as per the Aspira Consent Decree. Our ESL orientation team is well versed on all three program options that are offered in the NYC Department of Education. Members of the team communicate and inform parents about the options of programs that are available and offered in the NYC Department of Education. The information in the orientations comply with with the mandates by CR Part 154. In addition, for students who did not receive a proficient level on the previous year's NYSESLAT, letters to parents are sent indicating that their child will continue in our ESL program based on the previous program selection from the previous years. All these letters and forms are kept in the ESL

coordinator's office. The NYSESLAT is administered yearly to our ELL students. The RLAT and RLER reports are drawn from ATS to indicate who is eligible to take the NYSESLAT exam. ALL ESL teachers take part in this exam and have the opportunity to test their students. Accommodations are provided as per the students' IEPs. Based on the CR Part 154, students who received an Advanced placement receive at least 180 minutes of ESL instruction. Students who have received an Intermediate or Beginner placement receive at least 360 minutes of ESL instruction. All instruction is provided in English 100% of the time. The same applies for the results of the LAB-Rs. Students are placed in the ESL class and receive the same amount of ESL instruction based on the English proficiency level they have received.

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 NYSESLAT is administered to all ELLs during the testing window during the month of May. ATS reports are generated and used to determine eligibility. All ESL teachers take part in this exam and have the opportunity to test their own students. To ensure that all four components of the NYSESLAT are administered the ESL coordinator along with the testing team set up a schedule. A designated testing week is set for the NYSESLAT with a separate day for the Reading, Writing, and Listening components. A separate schedule is set up for the speaking section, where the ESL teacher, as well as the ESL coordinator individually test students. Each ESL class is scheduled for a different day. The Listening, Reading, and Writing sections are scheduled for 3 separate consecutive days and follows the same procedures as the New York State Assessments. An announcement is made around 9:00 so ALL students and staff in the building are aware that testing has begun and to be respectful of the ELL students testing. School aides act as monitors and are placed on the floors where the NYSESLAT is being administered. The test is untimed and after completion the test is picked up by the ESL coordinator or returned to the ESL coordinator where she locks them up in a secure location. Arrangements are made to ensure that absentee students take all parts of the NYSESLAT that were missed. A separate schedule is generated after the initial administration of all parts of the NYSESLAT.

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.  In the past three years, the trend has been that most parents, if not all, choose the ESL program offered in our school. This is a program design that has been in place at PS 71 for the past several years. We will continue to align our program choice with parent requests and make them aware of what is available to them in our school and within the NYC school system. On the program selection form, parents have indicated that they want instruction to occur in 100% English and they will reinforce their home

language on their own at home. Thus far, we have 128 ELL students and 100 parents have requested freestanding ESL as their program choice for the child. For the other 28 parents, we are still in the process of having them attend a make-up orientation.

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])?

Nine licensed ESL teachers provide services for PS 71's ELL population. The ESL program at PS 71 utilizes several models. There are three self contained ESL classes; two in Kindergarten and one in 2nd grade. ELLs in these classes are various levels of English proficiency. Each self contained class has a full time ESL teacher. In addition to the self contained classes, there is at least one push-in model in each grade to provide ESL services as per the CR Part 154 and individual IEPs. If a student is advanced proficiency level the student receives at least 180 minutes of ESL instruction with a certified ESL teacher. If a student is deemed as a beginner or intermediate proficiency level, they will receive at least 360 instructional minutes of ESL by a certified ESL teacher. PS 71 also has five ESL classes that consist of ELL students at various levels of English proficiency, Former ELLs and non ELLs. This model exists in two 1st grade classes, one 3rd grade class, one 4th grade class, and one 5th grade class. A certified ESL teacher provides content area instruction while utilizing ESL methodologies. This program model was done to give our former ELLs the support they may need, as well as support to all ELLs. The programs were set by the administration at the beginning of the year, along with the ESL coordinator. The ESL coordinator, along with the orientation team and licensed pedagogues ensure the correct placement based on the results of the hand- scored LAB-Rs and results of the Spring NYSESLAT. We provide freestanding ESL classes. Students are placed into the appropriate ESL setting based on the parent program choice and proficiency levels. If parents choose another program, the form will be held until 15 families within two grades show the same interest of program choice. Instruction is only in English.

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)?

All of our administrative staff, along with the ESL Coordinator, are responsible for ensuring that structures put in place to effectively meet NYS CR Part 154 mandated numbers of units of support for our ELLs according to their proficiency level. Based on the NYSESLAT and the LAB-R results, students who perform at the Beginner and Intermediate level receive at least 360 minutes of ESL services weekly. Students who perform at the Advanced level receive at least 180 minutes of ESL instruction. ELL students without IEPs are either receiving their ELL services within their self-contained ELL class or within their discrete ELL class. This instruction is delivered to them by their certified ELL teacher. ELL students with IEPs receive appropriate minutes of ELL instruction through push in by a certified ELL teacher. Schedules and class rosters are reviewed to properly place ELL students in the correct setting within the first month of school. If a student enters our school thereafter, placement is done according to the previous NYC placement, IEP, and test scores found in ATS, as well as recently administered LAB-Rs.

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.

Each content area of instruction is delivered in English. In all program models, teachers focus on aligning their lessons with the CCLS using instructional best practices. While delivering instruction, teachers are aware of the importance of picture supports, interactive word walls, as well as various ESL methodologies to support our ELL population. Books in the native language are encouraged for students to use, as well as word for word dictionaries in their native language in grades 3-5. In addition, technology is utilized through the use of the SmartBoard, document cameras and computer websites. Students are also paired with a same language buddy. Content area dictionaries for science and social studies are available.

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

In the beginning of the year the LAB-R is administered in Spanish when applicable. After analysis of the data from the Spanish LAB-R, student proficiency of their home language is determined. In addition, books in the students' native language are readily available to encourage and continue to support the home language .

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

ELLs are evaluated in all four modalities of English acquisition through a variety of assessments. Teachers use the LAB-R, as well as the NYSESLAT and their modalities to see their level of proficiency. In addition, teachers use other formal assessments

such as the ELL Periodic Assessment, NYC Performance Assessment, NYS ELA and Math, and teacher made assessments. These assessments are carefully monitored and analyzed to gather data for student strengths and areas of support. Furthermore, ELLs at PS 71 are encouraged to participate in meaningful conversations around their texts and push themselves to support their thinking with evidence from the text. Teachers are continuously assessing how students are expressing their ideas clearly and looking at how they build upon the ideas of others.

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).

The plan for SIFE students includes making them feel welcome within the school community and assisting them with adjusting and transitioning to everyday school routines. Guidance is readily available if needed to address any emotional or behavioral concerns for these students. Class libraries include native language texts, as well as books at various grade levels to support their language development. Picture dictionaries are made available for these students as well. Technology is made available through the use of listening centers and computers to access websites like Starfall and RazKids. Students are paired with a same language buddy for additional support. Students are encouraged to sketch as much as they can and try to label and/or explain their writing to their buddy. Often, SIFE students are invited to attend after school programs to further enhance their language development.

For ELLs who have been in US schools for less than three years receive differentiation through whole group, small group and one-on-one conferences on a daily basis to meet their individual needs. This may include RTI. Native language texts, as well as books at various grade levels are available in classrooms to support their language development. Technology is also made available through the use of listening centers and computers to access websites like Starfall, RazKids, and DreamBox. These students are also paired with a same language buddy for additional support. Picture support is utilized within the instruction and students begin by sketching as much as they can and explain in their native language what they are sketching to support the literacy instruction in the classroom. As students progress they may begin to label and write in English. Picture dictionaries are available in all grades and in grades 3-5 word to word dictionaries are also available as needed.

ELLs receiving 4 to 6 years of service also have word to word dictionaries available, books in their native language and access to technology. Students receive differentiated instruction during both classroom instruction and extended day. They may be included in RTI groups as well. Teachers analyze data from formal and informal assessments such as the NYSESLAT, ELA and Math State assessments, NYC Performance Assessment, ELL Periodic Assessment, and classroom checklists to determine each student's needs and use this data to plan for whole group, small group and one-on-one conferences. Technology is also utilized with these students through various websites and programs such as Raz Kids and DreamBox. These students are usually the ones who are given priority to attend the after school NYSESLAT program to enhance their language development and proficiency level. Instruction is heavily focused on writing to allow students the opportunity to elaborate upon their thoughts. However, all the modalities of language are also weaved into the program.

At this time, we do not have any long term ELLs. However, if we did we would continue to duplicate instructional strategies as we do for students who are here 4-6 years. A team of teachers, administration and support staff would analyze their data to develop a strategic plan to enhance their academic skills.

Former ELLs receive extended time on all assessments for up to 2 years after deemed proficient on the NYSESLAT. This included all classroom assessments, performance assessments, and state assessments. Some Former ELLs are placed in discrete ELL classroom to continue to receive support academically as they transition out of ESL. In addition, former ELLs may be placed in RTI for additional support services.

Differentiated data driven instruction is planned to support and further the development of our ELLs in all subgroups. Instruction is standards based and teachers scaffold the instruction throughout the day to address the needs of the students.

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?

Teachers at PS 71 use various strategies to support the needs of ELL-SWDs. Picture support is utilized, as well as access to technology. Students use various computer programs and websites to listen to books and discuss them with partners. Picture and word to word dictionaries are utilized as needed by these students. Vocabulary support is provided to students through use of interactive word wall words that contain pictures and Tier 1, 2 and 3 words. Discussion of ideas is highly encouraged to allow the students with the opportunity to process their thoughts and work on clearly expressing them to others prior to writing them.

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?

Teachers of ELL-SWDs who receive support services such as OT, PT, SETSS, and Speech work closely with the service providers to discuss strategies and methods to meet individual student's needs, as well as their IEP goals. Teachers on each grade level have common planning time three times a week, as well as inquiry time, where they discuss the curriculum and strategies that work. There are also teams set up across the building with teachers from various grade levels where discussion of curriculum and instructional strategies are focused on. ELLs with IEPs for SETSS, OT, PT, Counseling, or Speech and Language are placed in either a self contained ELL classroom or a discrete ELL classroom where they receive their ELL services from a certified ELL teacher. ELLs with IEPs who are in ICT or self contained classes receive their ELL services from a push in certified ELL teacher. The number of minutes of ELL services depends on their proficiency level from the NYSESLAT. Beginner and Intermediate ELL students receive at least 360 minutes of instruction and Advanced ELL students receive at least 180 minutes.

Courses Taught in Languages Other than English 

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

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

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

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

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

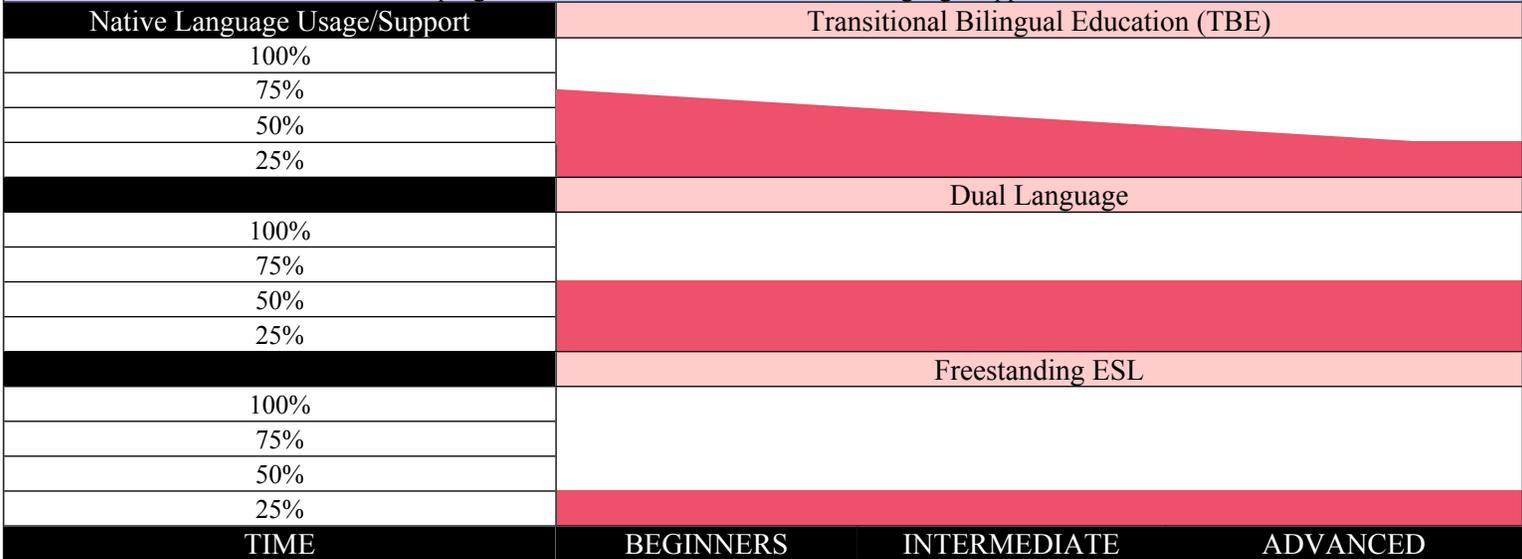
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

ELLs are given the opportunity to attend extended day, as well as after school math and literacy programs. Students receive targeted instruction during these programs based on each student's specific needs. In addition, PS 71 will have after school program available to support all ELLs in acquiring English proficiency. Instruction is focused on the 4 modalities that students are tested on for the NYSESALT. ELLs that have been identified by teachers for additional support are also part of RTI. These students move into the Tier 2 phase of RTI where teachers deliver small group and one-on-one instruction that targets their specific needs. If needed, these students move into Tier 3 where they will receive instruction from a designated RTI specialist. In the past few years, we have had a program for a parent or guardian of a current ELL student and a Pre-K student to join us once a week for a computer based English program to accelerate the English language. This program was put into place not only to foster a bridge for our ELL parents but also a pathway for potential incoming students in our ELL program. Administration is currently analyzing whether this program will continue for the 2013-2014 school year.

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

We used to use the Teacher's College Workshop Model for Literacy and Everyday Math, in conjunction with instructional best practices in both areas. This year at PS 71 we are implementing new curricula. Teachers are implementing ReadyGen for Literacy and Go Math. Teachers will continue to use instructional best practices in the implementation of this new curriculum. Go Math and ReadyGen is meeting the needs of ELLs by identifying areas of possible struggle and providing teachers with resources and strategies to target these areas of need. Therefore, ELLs, as well as struggling students are receiving differentiated instruction and teachers are scaffolding instruction for them. In ReadyGen, students are exposed to complex texts where they can participate in close reading and push themselves to justify their thoughts with text evidence both in conversation and in writing. Science and social studies topics are embedded within each of the complex texts that the students are reading. In math, ELLs are given the opportunity to solve critical thinking problems using a variety of strategies and push themselves to show and explain their thinking process both in writing and in conversation. Vocabulary is explicitly taught within the curricula.

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

As stated above PS 71 is implementing new curricula with ReadyGen and GoMath. In addition, at PS 71 we have revamped our clubs for the students. Clubs are now offered on Friday afternoon during afterschool from 2:20-4:00. ALL students in grades 3-5 were given the opportunity to apply for their top 3 club choices. Due to budget constraints and large turnout, students were chosen through a lottery system with a waiting list option. Some of the clubs offered are Competition Cheerleading, School Newspaper, School Yearbook, Cooking Club, Chorus, Intramural Athletics, Zumba, and Penny Harvest.

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

The only program that has been discontinued has been Kindergarten extended day. This does not just affect ELL students but all the students in Kindergarten. Kindergarten teachers have been placed strategically in classrooms with a larger number of ELL students for additional literacy and math support.

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

As stated in question 1, ELLs are given the opportunity to attend extended day, as well as after school math and literacy programs. In these programs, ELLs receive targeted instruction to meet their needs based on analysis of data. An after school program will also be available to support all ELLs in acquiring English proficiency. Instruction is focused on the 4 modalities that students are tested on for the NYSESALT. In addition, all students, including ELLs are given access to apply for Friday afterschool clubs.

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

Native language texts, as well as books at various grade levels are available in classrooms to support both their native language and their English language acquisition. Technology is made available through the use of listening centers, LeapPads, and computers to access websites like Starfall and RazKids. Picture and word to word dictionaries are available for student use as needed. All ELL classrooms are equipped with ELMO document cameras and/or SmartBoards to enhance lessons. "NYSESLAT and Beyond" preparatory books are used as supplemental resources within the afterschool NYSESLAT program.

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

Within our ELL classrooms there are native language books for student to access to support their native language development and their English language acquisition. Picture and word to word dictionaries are also available for ELLs. Students are paired with

a same language buddy to support their language development to create and develop a level of comfort especially for our newcomers and transitional students. Students who are eligible for translators during testing receive this accommodation as required by law. Furthermore, we make connections with cognates in languages so students can use their native language to develop the acquired English language.

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

All ELLs are placed in the age appropriate grade regardless of their prior school background. Each classroom has leveled libraries with grade appropriate level books and resources, as well as books at lower and higher levels that fit the needs of their proficiency level. Picture dictionaries are available for ELLs at all grade levels and word to word dictionaries are available for student use in grades 3-5. ELLs in all grades have specific websites that support their language needs both in technology and in the classroom technology centers. In addition, listening centers are available to further enhance their language needs with books that are age and level appropriate.

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.

In the past few years we have had a program for a parent or guardian of a current ELL student and a Pre-K student to join us once a week for a computer based English program to accelerate the English language. This program was put into place not only to foster a bridge for our ELL parents but also a pathway for potential incoming students in our ELL program. Administration is currently analyzing whether this program will continue for the 2013-2014 school year.

18. What language electives are offered to ELLs?

Based on the parent option survey, PS 71 only offers freestanding ESL classes to our ELL population. If we will have 15 students within 2 consecutive grades that parents choose for their child to receive TBE or Dual Language then we will open up such programs.

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)?

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) The Office of English Language Learners (OELL) offers various professional development/workshops for all ELL personnel at our school. These workshops provide opportunities for ELL teachers to enhance their knowledge in the field of teaching ELLs. ELL teachers are given the opportunity to learn about different strategies that will support their students. ELL teachers who attend are then encouraged to turnkey this information with their colleagues. The following are Pds ELL teachers have attended at this point in the current school year:

--English Language Learner Series "The Common Core for the Not So Common Learner" with Dr. Andrea Honigsfeld. This will be a continuous PD that ELL teachers will attend throughout this year. The first session was December 2, 2013.

--Building a Strong Tier 1: The Cornerstone of Effective Reading Instruction for English Language Learners. The sessions were on November 8,9, and 30, 2013.

--LAP training. This session was October 8, 2013.

--Ongoing Ready Gen and Go Math provided by the NYC DOE.

As additional professional development is offered teachers will have the opportunity to attend.

2) Staff is provided with ongoing professional development on the CCLS to enable them to prepare students for the transition from elementary school to middle school, and support students in meeting the standards to become college and career ready. Through the weekly common planning sessions, teachers discuss aligning the curriculum to the CCLS and develop differentiated tasks/activities for all students including ELLs. This allows for multiple entry points for our ELL students at various proficiency levels.

3) PS 71 places a high priority on helping students become comfortable with changes in their academic lives. Therefore, the guidance counselor offers workshops for parents and students that address the middle school application process, as well as strategies for helping students during the transition phase. Fifth grade classes and parents are invited to visit IS 93 in May to learn and understand more about the middle school and opportunities available to them. The majority of our students attend IS 93 after graduating from PS 71 so this visit allows parents and students to feel more comfortable about this new phase in their academic life.

4) ELL teachers meet weekly with their colleagues during their common planning, as well as scheduled inquiry time, to discuss curriculum and analysis of student work. During these meetings, ELL teachers share their knowledge of ESL methodologies and experiences to help support teachers who may need assistance in scaffolding instruction for their students. Through these sessions, all staff is provided with information focusing on ESL technique and methodology. This surpasses the minimum 7.5 hours of ELL training for all staff. Teachers of the ELA, Math, and NYSESLAT after school programs, as well as extended day and RTI, speak with the ELL classroom teachers to differentiate instruction and share data as needed. These experiences allow other staff the opportunity to better understand the needs of our ELL students and strategies and methodologies that may work for them. Grade level team keep records of agendas for each session in a designated grade folder. Teachers who are currently maintaining their professional certification also keep a personal log of these hours for their own records.

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?

At PS 71Q, parental involvement, including parents of ELLs, is highly encouraged. Classroom teachers invite parents to become part of the school community by inviting them to classroom celebrations, such as “publishing writing celebrations.” This year, PS 71 initiated their first annual Open School Night where parents were invited into the school community to meet the new principal, as well as their child’s teachers, and other staff members. It was a great opportunity for parents to be aware of the expectations for their children while attending school. Furthermore, our parent coordinator acts as a liaison for several school events. Family Nights are held monthly. The parent coordinator and the Parent Association facilitate these well-attended nights. PS 71 has established a “Parent University” for parents to attend workshops related to important topics, but not limited to, ARIS, State Assessments, CCLS, behavior and discipline, and health and safety. The parent coordinator and other support staff oversee these. Parents are made aware of these events through flyers sent home, as well as through a monthly calendar. These workshops and activities address the needs of our parents by making them more aware of our school policies and academic expectations. They feel part of the school wide community and feel a sense of power in their child’s education. Parents attend class and school trips and ELL parents are often included. Parents of ELLs also have their own trips that are set up by the parent coordinator and administration. At PS 71 there is an adult ESL program available to all parents. This addresses the needs of our parents because they are given an opportunity to learn the English language and become proficient and so they can better support their children academically. In the past we have offered a “Mommy/Daddy and Me” program to ELL and non-ELL parents who have a child in our school and a child in pre-K. It fostered not only a bridge for our ELL parents but also a pathway for potential incoming students in our ELL program. The program was computer based and gave a jump-start to the English language acquisition process. This program is currently being evaluated by administration to determine if it will continue for the current school year. We also have partnered with the NYS Parent Academy. This is a citywide program in collaboration with Long Island University and is dedicated to creating and enhancing partnerships within school communities. The Parent Academy offers workshops and resources to parents so they can become informed and involved partners in the educational lives of their children. We evaluate the needs of our parents through parent surveys, as well as the needs and demands reported to the parent coordinator. From these surveys, we initiate different workshops as mentioned above, as well as new initiatives in the school. Based on the parent survey, one new initiative that addressed parents' needs was in regards to school uniforms. The survey that was given showed that the majority of parents opted to have school uniforms. Based on this data, PS 71 has begun a new uniform initiative that started November 1, 2013.

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: Forest Elementary

School DBN: 071Q

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Indiana Soto	Principal		11/8/13
Ciro LaBarbera	Assistant Principal		11/8/13
Jackie Jaquez	Parent Coordinator		11/8/13
Orit Sperber	ESL Teacher		11/8/13
	Parent		1/1/01
Donna Graff	Teacher/Subject Area		11/8/13
Josephine Palermo	Teacher/Subject Area		11/8/13
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
Evelyn Penido	Other <u>ESL Teacher</u>		11/8/13
Vanessa Ballis	Other <u>ESL Teacher</u>		11/8/13
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 071Q School Name: Forest Elementary School

Cluster: 4 Network: 410

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

Part A: Needs Assessment Findings

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

The primary language spoken by the parent is identified by the Home Language Survey given by our pupil personnel secretary immediately upon a student's enrollment at PS 71. If the language is not English, it is determined whether the parent(s) requires language assistance in order to communicate effectively with the school. In addition, the primary language information of each parent is kept on file in the main office and is reflected on the blue emergency cards for each student. These are filled out during the first week of school.

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.

Examination of the Home Language Survey indicates that after English, the largest percentages of languages spoken in our school community are Spanish, Arabic, and Polish. The home language data is immediately shared in reports with our parent coordinator, the Parent Association, as well as staff members working with these students. This process ensures that the staff members working with these students are providing those parents with appropriate and timely information in a language they can understand.

Part B: Strategies and Activities

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

The school provides written translations to parents via backpack. Written translations include, but are not limited to student specific critical documents, calendar items, important school announcements, report cards, progress reports, as well as school closing information, trip permission slips, and future upcoming events. In addition, at PS 71 we utilize the DOE Translation and Interpretation Unit to translate important documents and notices in a timely fashion. Our culturally diverse staff is always available to translate any written communication when needed.

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

We provide identified parents interpretation of our Family Night events, parent teacher conferences, adult ESL classes, parent workshops, and school closing and events. Our parent coordinator, educators, paraprofessionals, and other school personnel do this form of interpretation orally. When parents come into PS 71 in need of translation services, a staff member that speaks the language of the parent is available to speak with the parent. The DOE Translation and Interpretation Unit is utilized to translate important documents and notices in a timely fashion.

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>.

The school will adhere to the Chancellor's Regulation A-663 by making sure that immediately upon a student's enrollment at PS 71, our pupil personnel secretary identifies the primary language spoken by the parent. PS 71 will maintain a current record of the primary language spoken by each parent. The information will be maintained in ATS and on the student's blue emergency card. This information will be shared with all staff members working with identified students. In addition, parents will be made aware of their rights regarding translation and interpretation services. Notices will be posted in a prominent location on the main office regarding their rights to obtain documentation or oral translation into their spoken language.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Forest Elementary	DBN: 24Q071
Cluster Leader: 410	Network Leader: Santana
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 type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served:
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 checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 6
of certified ESL/Bilingual teachers: 6
of content area teachers: 0

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:

An after school program will provide supplemental services for our ELL population. The students are spread among the grades. Currently we have 146 ELL students in our building, twenty two of our ELLs have IEPs. We have approximately thirty- six ELL students in kindergarten, thirty-two in first grade, sixteen in second grade, twenty-five in third grade, nineteen in fourth grade and eighteen in fifth grade. The majority of the ELL population is Spanish speaking. There are approximately 44.5% total of our ESL population who speak Spanish. Regarding the Arabic population, 33.19% students total of our ESL population are Arabic speaking and the Polish ELL population consists of 13.01%. The remainder is of different nationalities. There are 11.6% of our kindergarten ESL population who speak Spanish. The Polish speaking population in kindergarten is 6.2%. There is 8.2% ELLs who speak Arabic in kindergarten. There is a percentage shift in first grade where both the Spanish and Arabic ELL population is a little above 8% and the Polish speaking is a mere 1.4%. In second grade the percentage of students who are ELLs that speak Spanish is 5.5%. This is a significant drop. There is an Arabic population in second grade is 3.4% and there are currently no Polish speaking in our second grade. The Third Grade Arabic and Spanish speaking ELLs consist of 6.4% each, and 4.1% respectfully. Only .7% is Polish speaking. The Fourth grade consists of a class ELLs and of Former ELLs. The Former ELLs are in this transitional class to attain additional support and scaffolding to the English Language. Approximately 5.5% are Arabic speaking, 6.2% are Spanish speaking and again the Polish speaking consists of only .7%. The Fifth grade is a transitional class as well where we have only 2.7% Arabic speaking ELLs. The Spanish speakers are 6.2%, and the Polish are 1.4% of the ELL population in our whole school. The remainders are of different nationalities. Due to the diverse population of ELLs, we want to target this wide range of students and incorporate core curriculum with ESL methodologies.

We have 9 licensed ESL teachers in our building. The ESL program at PS 71 utilizes several models that align with the parents' requests. There are 7 self contained ESL classes; all freestanding ESL classes. Our Second, Third, Fourth and Fifth grade ESL classes contain current and former ELL students. This is our transitional model where we contain the former ELLs with the current ELLs for additional support to strengthen their Tier Three Language Acquisition. We have push in and pull out models for students with IEPs who are of need to receive ESL services.

In addition, the Title III funds are used to support our ELLs through the creation of our successful after school program led by our ESL certified teachers in grades K-5. Differentiated instruction is provided to our beginner, intermediate and advanced leveled students based on the results of assessments such as Scantron, NYSESLAT, LAB-R, Acuity and TCRWP. This supplemental program began in November 2012 and will be completed after the NYS ELA exams and the NYSESLAT. The last date of completing this program will be set for May 08, 2012.

The Title III program meets once a week in various rooms with the targeted ESL students. The days and hours of operation are Wednesdays, from 3:00- 5:00 pm. We will have a total of 22 sessions. We utilize the goals set with the teachers as well as assessments to differentiate our instruction. A baseline exam

Part B: Direct Instruction Supplemental Program Information

was administered to assess our targeted students so that we may differentiate our instruction. Three ESL teachers have started this program and we are targeting grades 3, 4 and 5. One assistant principal will be monitoring the program and stay during the duration of Title III. Once we get close to the testing of the NYSESLAT, after the February break, we have set a goal to prep our students from grades K-2 as well and therefore, all grades K-5 will be involved. We will have a total of 6 teachers.

Technological tools such as the Smart Boards, ELMO Document Cameras, laptops, and tablets are all incorporated to support language acquisition in the supplemental ESL programs previously described. These tools are not funded by the Title III monies.

Our school guidance counselor and parent coordinator and ESL teachers offer various workshops for parents during the supplemental ESL programs. Title III are not funded by the guidance counselor's services.

We use Getting Ready For the NYSESLAT and Beyond and other NYSESLAT review texts to supplement our instruction in addition to the technological use of document cameras and smart boards. The direct instruction expenditure is at least 80% and the materials is less than 20 percent.

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:

Our ESL staff members are sent to TCRWP for staff development as well as in house staff development from Teacher's college. We also provide weekly professional development in ELA and math using differentiation for ELLs. Currently we have targeted groups of students that we monitor and try to move them to show progress and attain a year's worth of progress. Teachers receive training on how to administer the NYSESLAT exam. Topics to be covered are knowing your students' data, understanding the testing modifications, and the use of dictionaries and translators. Our ESL coordinator, Ms. Orit Sperber, will provide the training and information to the staff that involve our ELL population. Our ELA coaches Ms. Jeanine Kucher and Ms. Tiffany Nienow provide the necessary coaching to our new ESL teachers to the school and seasoned teachers. All ESL teachers receive these training sessions as well as have shared extended day periods to discuss what works in our classrooms and how we can move our 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

Part D: Parental Engagement Activities

- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

Parents are invited during school hours and after school hours for workshops to educate them on core curriculum and NYSESLAT exam. Parents will also receive invitations to attend after school ESL classes and Parent University classes. Parents are notified for these classes via an invitation from the ESL supervisor, Mrs. Sperber and/or Parent coordinator, Ms. Jaquez in English and in the native home language. Parents learn about these activities via monthly calendar or fliers that are sent out. We provide these activities so parents feel involved with their child's education. They also participate in community events and feel part of the Ridgewood community.

Part E: Budget

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

Allocation Amount: \$0

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

Part E: Budget

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

Allocation Amount: \$0

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