

**2014-15  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

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

**21K097**

**School Name:**

**PS 97, THE HIGHLAWN**

**Principal:**

**IRINA CABELLO**

## Comprehensive Educational Plan Outline

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**Section 1: School Information Page**

**School Information**

School Level: Elementary School Number (DBN): 21K097  
School Type: Public Grades Served: PreK-5  
School Address: 1855 Stillwell Ave, Brooklyn, NY 11223  
Phone Number: 718-627-7550 Fax: 718-627-7555  
School Contact Person: Irina Cabello Email Address: [icabello@schools.nyc.gov](mailto:icabello@schools.nyc.gov)  
Principal: Irina Cabello  
UFT Chapter Leader: Seth Wolchok  
Parents' Association President: Barbara DaSilva  
SLT Chairperson: Frank Modena  
Student Representative(s): NONE

**District Information**

District: 21 Superintendent: Isabel DiMola  
Superintendent's Office Address: 1401 Emmons Ave, Brooklyn, NY 11235  
Superintendent's Email Address: [idimola@schools.nyc.gov](mailto:idimola@schools.nyc.gov)  
Phone Number: 718-648-0209 Fax: 718-648-2165

**Cluster and Network Information**

Cluster Number: 4 Cluster Leader: Chris Groll  
Network Number: 409 Network Leader: Neil Opromalla

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk\*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.\*\*
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Irina Cabello	*Principal or Designee	
Seth Wolchok	*UFT Chapter Leader or Designee	
Barbara DaSilva	*PA/PTA President or Designated Co-President	
Marie Reich	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Angela Cisternino	Member/ Teacher	
Lori Bernstein	Member/Teacher	
Frank Modena	Member/ Teacher	
Giulia Cacciottolo	Member/ Parent	
Thelleza Kadiu	Member/ Parent	
Ramsey Zagavoic	Member/Parent	
Maureen Maxwell	Member/ Parent	
Ying Fong Mui	Member/ Parent	
N/A	Member/ Parent	
N/A	Member/ Parent	
N/A	Member/ Parent	

\*\*Signature of constituent only indicates consultation in the development of the CEP, not approval.

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

#### The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	<b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	<b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	<b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

## **The Quality Review and the Capacity Framework**

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### **NYCDOE's Quality Review (QR)**

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### **Next Steps for CEP Development**

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

PS 97, The Highlawn, is a neighborhood school that serves children in grades PK-5. Our current school population is 827 students with a large number of students for whom English is a second language. At this time, 22.97% of our students are English Language Learners receiving services. The ethnic population of the school is diverse. The following is a breakdown of the home languages of these English Language Learners, according to the home language report:

Chinese (93), Spanish ( 57) , Arabic (9), Urdu (7),Russian (12), Vietnamese (1), Albanian (4), Uzbek (1), Cantonese (1), Italian (2), Pashto (1),Tadzhik (1), and Ukrainian (1).

As a school community, we celebrate diversity and cater to our multi-cultural families.

### **Our Values and Core Beliefs:**

#### **Core Beliefs**

- All students can learn.
- Students and staff are leaders in the school community.
- Every classroom is led by a highly qualified teacher.
- Families are our partners in education.

#### **Values**

- Students come first.
- We work as an effective team.
- We operate with integrity and respect.
- We embrace change as an opportunity to grow and improve.
- We take responsibility and hold ourselves accountable.
- We celebrate, promote, and appreciate diversity.

### **Our Mission Statement:**

PS 97, The Highlawn School, is dedicated to providing rigorous and well-rounded education to every child. Our students will be challenged through arts and technology infused curriculum, which embraces our multicultural multilingual community and allows our students to become world citizens and passionate leaders. At PS 97, active learning experiences develop students' natural curiosity and problem solving abilities. We strive to create an engaging standards-driven learning environment characterized by high academic expectations and ensuring success for all students. All members of PS 97 learn from one another. We value families as partners in education. We celebrate the voices and cultures of our students, our families, our staff, and our community.

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Our current school population is 827 students with 23% of English Language Learners and 13% of students with disabilities. Based on the 2014 NY State English Language Arts Exam, 4% of students with Individual Education Plans and 5% of English Language Learners scored proficiently on English Language Arts exam. At the same time, 54% of our general education students scored proficient on the 2014 English Language Arts test.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, the percentage of all students performing at or above proficiency in English Language Arts will increase by five to seven percent as measured by the 2015 New York State English Language Arts Assessment.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
All students will be engaged in high quality instruction. The Journeys 2014, which was recently adapted by PS 97, supported by Ready Gen Reading Program provides teachers with ambitious, researched based and common core aligned units of study that focus on the use of quality literature, higher order questioning by teachers and students and cognitively challenging reading and writing performance tasks. Teacher teams will align these units of study and adjust them based on individual class and student needs, especially keeping in mind differentiation for English Language Learners and students with disabilities. Teachers College Reading and Writing Project Assessment will be used for formative purpose to drive	All students including English Language Learners and Special Needs students.	September 2014 to June 2015	Administration and Pedagogical Staff

instruction.			
All teachers will be provided with professional development supporting understanding of Webb’s Depth of Knowledge, Universal Design for Learning, Common Core Curriculum, and assessment alignment. Select teachers will participate as Instructional Leads (network-based) to improve teacher practice, evaluate student work, and align curriculum and assessment to facilitate student learning. The Professional Development Team will also guide professional developments to enhance teacher practice and modify instruction to meet the diverse needs of all learners.	All Pedagogical Staff	September 2014 to June 2015	Administration and Pedagogical Staff
Provide workshops for parents to help them understand the Common Core requirements and ways of teaching deep thinking.	All Parents/Guardians	September 2014 to June 2015	Administration and Pedagogical Staff
Teachers will work in teacher-led vertical inquiry teams to align instruction and to assure that rigor is consistent and increasing from grade to grade	All Pedagogical Staff	September 2014 to June 2015	Administration and Pedagogical Staff

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Research-based protocols are provided to all pedagogical staff for utilization during professional development sessions and evaluated during grade meetings, and professional development time on Mondays.
- The Journeys 2014, ReadyGen, and Teachers College common core-aligned curriculum anchor and supporting texts, as well as, teacher chosen augmented materials are utilized for literacy activities.
- The Journeys 2014, ReadyGen, and Teachers College common core aligned teacher manuals contain the scaffold instruction techniques and graphic organizers for learning modalities implemented by the teaching staff. Specific differentiated texts and activities are provided for English Language Learners and students with disabilities.
- Our reading specialists utilize the following resources: Dictation Resource Book, Wilson’s manuals, MobyMax, digital resources on laptops and iPads, magnetic boards, visual charts, dry erase white boards, controlled and non-controlled text, word cards, and index cards.
- Academic afterschool, utilizes the New York State Common Core Coach English Language Arts written by Triumph Learning as a resource for their instruction. Academic afterschool includes English as Second Language instruction
- The AIS providers are utilizing texts with graphic organizers, charts, text based vocabulary cards with the leveled readers as well as the Progress Coach Empire Edition English Language Arts and Assessments, and the Wilson Reading System.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	<b>Tax Levy</b>	X	<b>Title I Basic</b>	N/A	<b>Title IIA</b>	X	<b>Title III</b>	N/A	<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

N/A

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.					
2. Specify a timeframe for mid-point progress monitoring activities.					
In September 2014, students were given the Journeys Benchmark Assessment to identify the skills students have mastery in and the areas where students need further support. In addition, students were also given the Teachers College Reading and Writing Project Assessment to identify their reading levels as well as comprehension levels. In February 2015, students will be given another benchmark assessment to show their progress and growth. Students will also be given the Teachers College Reading and Writing Project Assessment to show reading level and comprehension progress.					
<b>Part 6b. Complete in February 2015.</b>					
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	N/A	Yes	N/A	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				
N/A					

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

- |    |   |
|----|---|
| 3. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 4. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.  |

PS 97 currently values and supports all students in their academic and social development. Teachers maintain a supportive yet challenging environment in the classrooms. Multiple scaffolds are used to aid students who need additional support. Based on the latest school environment survey, PS 97 exceeded target at 95% of teachers and parents being satisfied with the school culture. As per 2013-2014 teacher ratings, 100% of teachers received effective or higher on component 2a , Creating an Environment of Respect and Rapport, based on Danielson’s Rubric.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of teachers will maintain an overall rating of effective or higher on component 2a, Creating an Environment of Respect and Rapport, based on Danielson’s Rubric, as measured by formal and informal observations.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			
Teachers received Journeys 2014, a research-based curriculum that provides differentiation techniques and strategies as well as texts for struggling readers. Teachers will receive professional development in utilizing differentiation and scaffolding techniques in their lessons.	All Pedagogical Staff	September 2014 to June 2015	Administration and Pedagogical Staff
Teachers received laptops and iPads in order to help address the needs of students with disabilities and English Language Learners. Teachers will receive Professional Development in utilizing PC and iPad apps to differentiate instruction and to support struggling learners.	All Pedagogical Staff	September 2014 to June 2015	Administration and Pedagogical Staff
After school clubs provide additional academic services as well as rigorous project-based activities. Students and parents have a choice of activities. Parents get invited to class celebrations –	All Students, all Parents/Guardians	September 2014 to June 2015	Administration and Pedagogical Staff

publishing parties, trips, and afterschool family nights. Students and parents whose first language is not English participate in the after school English as Second Language classes			
Teachers will conduct inter-visitations and will collaborate in planning school-wide and grade-wide cultural activities. Students will lead school-wide "Project Citizen" program, which targets school culture of trust and responsibility.	Students and Pedagogical Staff	September 2014 to June 2015	Administration and Pedagogical Staff

#### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Research-based protocols are provided to all pedagogical staff for utilization during professional development sessions and evaluated during grade meetings, and professional development time on Mondays.
- Laptops and iPads, headphones
- Computer programs – Imagine Learning, MobyMax, Rosetta Stone
- Academic afterschool, utilizes the New York State Common Core Coach Mathematics written by Triumph Learning as a resource for their instruction.
- Teachers providing afterschool instruction – per session
- Project Citizen books of the month, rewards and incentives

#### **Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

x	<b>Tax Levy</b>	x	<b>Title I Basic</b>	N/A	<b>Title IIA</b>	x	<b>Title III</b>	N/A	<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.									
N/A									

#### **Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
10. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, 90% of teachers will receive an overall rating of effective or higher on component 2a, Creating an Environment of Respect and Rapport, based on Danielson's Rubric, as measured by formal and informal observations.

**Part 6b.** Complete in **February 2015.**

11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	N/A	Yes	N/A	No
12.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				
N/A					

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### Part 1 – Needs Assessment

13. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
14. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Our current school population is 827 students with 23% of English Language Learners. Based on the 2014 NYS English Language Arts Exam, 5% of English Language Learners scored proficiently on English Language Arts exam. At the same time, 54% of our general education students scored proficient on the 2014 English Language Arts test.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of the teaching staff will engage in professional development opportunities designed to improve both teacher practice as well as student outcomes resulting in a 3-5% increase of all English language learners in grades 3-5 ( 5-7 out of 66 students) scoring a Level 3 or higher on the 2015 New York State English Language Arts assessment.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>17. Strategies to increase parent involvement and engagement</li> <li>18. Activities that address the Capacity Framework element of Trust</li> </ol>			
Pull out English as Second Language model will follow CC aligned Journeys 2014 curriculum with language supports. English Language Learners will use Rosetta Stone during computer classes to enhance and accelerate English language acquisition.	English Language Learners	September 2014 to June 2015	Administration and Pedagogical Staff
English Language Learners will use Imagine Learning and MobyMax programs on iPads and laptops during English Language Arts instruction and during ILW (Independent Literacy Work) time	English Language Learners	September 2014 to June 2015	Administration and Pedagogical Staff
Students and their families will receive English as Second Language instruction in afterschool clubs. Teachers working with English as Second Language students will collaborate and provide families with translated and easily read progress reports.	Pedagogical Staff, English Language Learners and Parents	September 2014 to June 2015	Administration and Pedagogical Staff
English as Second Language teachers will collaborate with classroom and cluster teachers to develop language objectives during academic	Pedagogical Staff	September 2014 to	Administration and Pedagogical Staff

lessons. Classroom teachers will support English as Second Language teachers and co-plan English Language Arts lessons. Professional development workshops will be provided to further teacher understanding of second language acquisition.		June 2015	
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**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Laptops/iPads Rosetta Stone software MobyMax/Imagine Learning Journeys with ELL supports English as Second Language teachers (per session) Headphones

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
x	<b>Tax Levy</b>	x	<b>Title I Basic</b>	N/A	<b>Title IIA</b>	x	<b>Title III</b>	N/A	<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.									
N/A									

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
20. Specify a timeframe for mid-point progress monitoring activities.				
<u>By February 2015 100% of English Language Learners in grades 3-5 will be engaged in multiple supports and means of language acquisition. They will progress by one reading level as measured by TC formative assessment.</u>				
<b>Part 6b.</b> Complete in <b>February 2015</b> .				
21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	N/A	Yes	No
22.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			
N/A				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### Part 1 – Needs Assessment

23. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
24. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

During the 2013-2014 school year, all teachers at PS 97 received an overall “effective” rating based on formal and informal observations as well as Measures of Student Learning. In order to help teachers become highly effective, it is important to allow them opportunity to reflect on their teaching. During 2013-2014 school year, 4 teachers received developing rating on component 4e, Reflecting on Teaching.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

**By June 2015, 100% of all teachers (55 out of 55 Advance eligible teachers) will receive an overall rating of "effective" or higher on Danielson component 4e (Reflecting on Teaching) as measured by formal and informal observations.**

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>27. Strategies to increase parent involvement and engagement</li> <li>28. Activities that address the Capacity Framework element of Trust</li> </ol>			
Each teacher will pair up with a buddy and conduct inter-visitations and feedback sessions. Each teacher reflected on their strengths and weaknesses. They will reflect once again in the middle and at the end of the year. Teachers will reflect on their observed lessons using Danielson’s Framework for Teaching.	Pedagogic Staff	September 2014 to June 2015	Administration and Pedagogical Staff
Special education and English as Second Language teachers will reflect on PDs for differentiation techniques and UDL techniques as they are applied in their classrooms throughout the year	Pedagogic Staff	September 2014 to June 2015	Administration and Pedagogical Staff
Parent feedback will be elicited through two-way progress report and parent surveys	Pedagogic Staff	September 2014 to June 2015	Administration and Pedagogical Staff
Teachers’ goals will be supported by administration with coaching, PD, resources, and materials.	Pedagogic Staff	September 2014 to	Administration and Pedagogical Staff

		June 2015	
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**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

PD opportunities (in school and outside of the school building)  
 Extra Preps  
 Aris Learn

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic	N/A	Title IIA	X	Title III	N/A	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

N/A

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 30. Specify a timeframe for mid-point progress monitoring activities.

By March 2015 100% of teachers will have an opportunity to reflect on their work and to set professional goals for the rest of the school year.

**Part 6b.** Complete in **February 2015.**

31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	N/A	Yes	N/A	No
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32. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

N/A

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### Part 1 – Needs Assessment

- |     |   |
|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.  |

PS 97 is a community school with a strong parent body and active Parent Teacher Association. As measured by the school learning environment survey, parental satisfaction with the school culture in 2013-2014 was 94%. Brooklyn Chinese Association and Chinese American Planning Council partner with the school and provide afterschool services. PTA meetings started off with high attendance (over 50 parents). However, November PTA meeting only had 7 parents.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 50% of all PTA Meetings (5 out of 10 meetings) will include presentations and/or information sessions facilitated by a community-based organization and/or community partners as reported by agenda and minutes documents

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
Research Community Based Organizations in the area and set up meetings. Target specifically Community Based Organizations that can help immigrant parents with English as Second Language, immigration issues, housing, etc.	Community Based Organizations	September 2014 to June 2015	N/A
Provide metro cards for parents in need in order to attend PTA meetings. Provide translation for parents. All handouts to be translated in different languages.	Students’ Families	September 2014 to June 2015	N/A
Combine PTA meetings with family fun nights and workshops. Have refreshments and snacks available for parents. Provide babysitting services.	Students’ Families	September 2014 to June 2015	N/A

Survey families in order to learn what type of support they might need, what workshops they would like, and what Community Based Organizations we should invite to partner with the school.	Students' Families	September 2014 to June 2015	N/A
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**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

CBO partnerships  
 Metro Cards, food, refreshments  
 Translators – per session  
 Materials for workshops

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	<b>Tax Levy</b>	X	<b>Title I Basic</b>	N/A	<b>Title IIA</b>	X	<b>Title III</b>	N/A	<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

N/A

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 40. Specify a timeframe for mid-point progress monitoring activities.

By March 2015, 2 of the PTA meetings will include presentations and/or information sessions facilitated by a community-based organization and/or community partners as reported by agenda and minutes documents

**Part 6b.** Complete in **February 2015.**

41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	N/A	Yes	N/A	No
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42. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

N/A

**Section 6: Academic Intervention Services (AIS)**

***(Required for All Schools)***

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	At risk students are those students who perform at levels one and two on standardized exams as well as those students who demonstrate need as determined by formal and informal classroom assessments, and those identified as not making grade level progress.	Decoding using Wilson  Individualized instruction through MobyMax AIS program  Comprehension through pull out small group instruction  Academic Afterschool Programs (English Language Arts)	P.S. 97 provides English Language Arts AIS by utilizing the small group instruction in a Pull Out Model  <b>Pull Out Model:</b> Teachers provide targeted instruction to students on an individualized basis, or in a small group setting (five students maximum) utilizing the Wilson Reading Program.	These services are provided throughout the school day, and in after school programs.
<b>Mathematics</b>	All students in grades 3-5 receive math AIS. Small group pull out services are provided to students who performed at levels 1 and 2 on the state math exam as well as those referred by teachers based on formative assessments.	MobyMax computer AIS program Exemplars Problem Solving AIS program  Academic Afterschool Programs (math)	Individualized through MobyMax  Whole class and small groups through Exemplars  Small group instruction - afterschool	These services are provided throughout the school day, and in after school programs.
<b>Science</b>	Students receive science support based on formative assessments	Teacher-created and led AIS science program Discovery Education	Small group instruction during lunch/recess	During school day
<b>Social Studies</b>	Students receive science support based on formative assessments	Teacher-created and led AIS social studies program MobyMax	Small group instruction during Independent Literacy Work period	During school day
<b>At-risk services (e.g. provided by the Guidance Counselor,</b>	Teacher recommendation, parental request,	Counseling	Individualized	During School Day

<i>School Psychologist, Social Worker, etc.)</i>	Care Team recommendation			
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## Section 7: Title I Program Information

### Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

### Part 1: Title I Status

Indicate with an "X" your school's Title I Status.					
<b>x</b>	<b>Schoolwide Program (SWP)</b>	N/A	<b>Targeted Assistance (TA) Schools</b>	N/A	<b>Non-Title I</b>

### Part 2: All Title I Schools

#### 2a. 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"> <li>Current staff will engage in professional development focused on a Framework for teaching.</li> <li>Current staff will engage in professional development on school foci</li> <li>Current staff will receive professional development in any identified areas of need.</li> <li>Professional development opportunities will include grade level and vertical common planning, observation/feedback model, faculty conferences and external school support.</li> <li>Teachers receive targeted professional development in co-teaching models and curriculum development. This includes, but is not limited to the implementation of Universal Design for Learning and support in creating multiple entry points for students to make grade level curriculum accessible to all.</li> <li>All teachers participate in Professional Learning Communities that allow for professional dialogue, mentoring, and conversations that center around best practices.</li> <li>Hiring Committee offers staff a voice in the decision making process of a new hire. This process includes demonstration lessons and interviews.</li> <li>Data Inquiry and Curriculum Team members focus on data and curriculum enhancement.</li> </ul>

#### 2b. 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).
<p>All administrators and select teachers participate in the Instructional Leads Program provided by the network. Instructional Leads attend professional development workshops with Network personnel and turn-key information to staff members.</p> <p>All staff members engage in diverse protocols to reflect on current teaching practices and closely look at and discuss student work products. These protocols are used to help staff identify trends in student work and collaboratively plan how to move student learning forward in accordance with the Common Core Learning Standards.</p> <p>2. All pedagogical staff members are encouraged and given opportunities to participate in professional development in order to assist them in implementing the Common Core Learning Standards.</p> <p>3. Grade team leaders will meet weekly and ensure vertical alignment of the curriculum. They will then lead grade teams in this work</p>

### Part 3: TA Schools Only

### **3a. Use of Program Resources**

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

N/A

### **3b. TA Coordination with the Regular Program**

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

N/A

## **Part 4: SWP Schools Only**

### **4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Public School 97 currently encompasses three full day Universal Pre-Kindergarten classes. This enables a successful transition from early childhood programs to our elementary school program. Our Pre-Kindergarten classes help students develop language skills, social skills, and mathematical reasoning that better prepare them for transitioning into our kindergarten classes and build a bridge between the learning expectations of children and the standards for those attending our kindergarten through fifth grade. Our Pre-Kindergarten pedagogical staff attends professional developments to align school curriculum with the Common Core Learning Standards. Our Pre-Kindergarten teachers are given multiple opportunities to align their curriculum vertically with kindergarten teachers so students attending our kindergarten program are better prepared for early childhood learning. Our teachers also participate in parent teacher conferences and develop an open communication with parents through various activities and newsletters.

### **4b. 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.

MOSL team comprised of teachers was created and met over the summer for training as well as in the fall of 2014 to make decisions in regards to MOSL assessments. Teachers were provided with samples of formative reading assessments and with time to explore and compare them. Each grade first chose the assessment they preferred and then vertical alignment took place to ensure that the whole school was using the same assessments for continuity purposes.

### **4c. "Conceptual" Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program

contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.				
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	349198	x	8,11,13,15,17,19
Title I School Improvement 1003(a)	Federal	N/A	N/A	N/A
Title I Priority and Focus School Improvement Funds	Federal	N/A	N/A	N/A
Title II, Part A	Federal	N/A	N/A	N/A
Title III, Part A	Federal	24663	x	8,11,13,15,17,19
Title III, Immigrant	Federal	N/A	N/A	N/A
Tax Levy (FSF)	Local	105388	x	8,11,13,15,17,19

#### <sup>1</sup>**Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

1. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

## Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.



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Irina Cabello, Principal

Principal

Valerie K. Miller, Assistant

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

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 the school. **PS 97, The Highlawn**, 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 the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **PS 97, The Highlawn**, 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 the school community;

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- 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



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Irina Cabello, Principal

Principal

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**School-Parent Compact (SPC)**

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

**I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

**II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the

appropriate procedures to inform the school when my child is absent;

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

### **III. Student Responsibilities:**

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

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>21</b>	Borough <b>Brooklyn</b>	School Number <b>097</b>
School Name <b>The Highlawn School</b>		

### B. Language Allocation Policy Team Composition [i](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

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

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>769</b>	Total number of ELLs	<b>178</b>	ELLs as share of total student population (%)	<b>23.15%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b> <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Freestanding ESL</b>														
Push-In	6	4	3	2	3	5	0	0	0	0	0	0	0	23
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	<b>6</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>5</b>	<b>0</b>	<b>23</b>						

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	178	Newcomers (ELLs receiving service 0-3 years)	161	ELL Students with Disabilities	38
SIFE	0	ELLs receiving service 4-6 years	17	Long-Term (completed 6+ years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	161	0	20	17	0	11	0	0	0	178

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	<b>161</b>	<b>0</b>	<b>20</b>	<b>17</b>	<b>0</b>	<b>11</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>178</b>
Number of ELLs who have an alternate placement paraprofessional: <u>2</u>										

**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 <u>0</u>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE <u>0</u>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE <u>0</u>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>													

\*EP=English proficient student

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

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): <u>0</u>	Number of third language speakers: <u>0</u>	
Ethnic breakdown of EPs (Number):		
African-American: <u>0</u>	Asian: <u>0</u>	Hispanic/Latino: <u>0</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u>	Other: <u>0</u>

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	17	10	8	5	9	7	0	0	0	0	0	0	0	56
Chinese	21	22	13	9	7	7	0	0	0	0	0	0	0	79
Russian	4	0	1	1	2	1	0	0	0	0	0	0	0	9
Bengali	0	0	0	1	0	1	0	0	0	0	0	0	0	2
Urdu	3	2	0	0	0	2	0	0	0	0	0	0	0	7
Arabic	4	1	2	2	3	2	0	0	0	0	0	0	0	14
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Albanian	1	1	0	0	0	0	0	0	0	0	0	0	0	2
Other	2	3	3	0	0	0	0	0	0	0	0	0	0	8
<b>TOTAL</b>	<b>53</b>	<b>39</b>	<b>27</b>	<b>18</b>	<b>21</b>	<b>20</b>	<b>0</b>	<b>178</b>						

## Part III: Assessment Analysis

### Assessment Breakdown

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

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	24	4	3	1	4	4	0	0	0	0	0	0	0	40
Intermediate(I)	0	14	8	1	3	5	0	0	0	0	0	0	0	31
Advanced (A)	29	21	16	16	14	11	0	0	0	0	0	0	0	107
Total	<b>53</b>	<b>39</b>	<b>27</b>	<b>18</b>	<b>21</b>	<b>20</b>	<b>0</b>	<b>178</b>						

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>													

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	5	1	8	2	1	2	19
8	0	0	0	0	0	0	0	0	0

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

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 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:**

- 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.
  - Our school uses DRA-2 and TCRWP Benchmark Reading levels to assess the early literacy skills of all students, including our ELLs. Our analysis of the data shows that ELLs typically score lower than their English speaking peers in most literacy strands. As a result, we have put in place initiatives that seek to close that gap. For example, the ELL component of our classes are homogenously grouped for

continuity of instruction, ie. our beginners and intermediate ELLs are placed in the same class, and our advanced students are placed together. Our teachers implement phonics and phonemic awareness activities into their daily literacy blocks. They also provide ELLs with differentiated, small group instruction based on their individual needs.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
NYSESLAT results show that most students scored in the advanced category, indicating significant growth. Students generally enter the ELL program by scoring in the Beginner category. The LAB-R data shows that most students score in the Beginner/Intermediate categories. This year more than half of our Kindergarten students that were tested were at the Beginner/ Intermediate level.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQO tool](#))  
NYSESED has not made this information available
4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

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

4.b & c. Not applicable
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)  
Our school has used a RTI framework for all our students in order to prevent inappropriate referrals and to tier levels of instructional support. We have used our data to improve the quality of our classroom instruction to ensure high quality standards based, challenging success of our students. The teachers have used research based resources such as Journey's and ReadyGen to support their work in the class room. Data from classroom and ESL teachers assessments are used to monitor student progress as well as student needs which helps to inform instruction and to put in place strategic interventions. NYSESLAT data indicates the students level and we base the arrangement of classes to support our ELL students have them grouped in the classroom accordingly. Throughout our students learning we always involve family to understand and draw knowledge about our students. We continuously monitor all our students through their assessment data from the classroom and their ELL teachers as well as our Academic Intervention teachers, who may support them. We then bring in family members and teachers to a Pupil Personnel Team Meeting to discuss those struggling students. Our team is knowledgeable in RtI framework. We exam the data to determine the need of RTI for the particular student that has been identified. We exam the students' assessments and teachers' judgements to determine the level of support the student needs. There is a three tier level of support which each child may be given either through a push-in and/or pull-out model. This moves from Tier 1 being the support a student may need in the whole group for smaller durations of time to more individualized instruction, through academic intervention in Tier 2 or 3 depending on need.
6. How do you make sure that a child's second language development is considered in instructional decisions?  
We use the Spanish LAB to determine language dominance for Spanish speaking students and use ATS to gather necessary data. In addition, during the HLIS interview with the parents; teachers discuss prior schooling, performance in school in the native country and other information that may assist the school in making educational decisions. We use the information we gather from our ELLs to support instruction in all classes. All teachers, including content area teachers, focus on building academic vocabulary through a variety of strategies. Our literacy program , ReadyGen, places emphasis on the use of cognates in building vocabulary as well. Finally, we use native language support as a scaffold for our ELL students.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?

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

N/A

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

8. The success of the ELL program will be evaluated regularly by the Instructional Team, in conjunction with the ESL teachers. Further, the Inquiry Team will conduct a thorough examination of all data as it becomes available. They will use the NYSELSAT results to evaluate the success of the ELL program. Instructional decisions will be made based on that data.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
  1. In order to identify potential ELLs and ensure services are provided within mandated timelines, the ELL teachers (Ms. Smoudianis, Ms. Modena, Ms. Zajacova, Ms. Johnston, Ms. Riches) are notified of all new admits. They have been trained in administering the HLIS and conducting informal oral interviews. Every effort is made to distribute required paperwork to parents/guardians in their native language. There are staff members/translators available in Spanish, (Ms. Goldenberg and Ms. Benvenuto) Italian, (Ms. Modena and Ms. Benvenuto) Chinese, (Ms. Yeo and Ms. Tan) Russian, (Ms. Rybalova) Slovakian, Czech, German (Ms. Zajacova) Greek, (Ms. Smoudianis) Arabic, (Ms. Johnston, Mr. Nageeb and Ms. Said) Farsi (Ms. Johnston) and Urdu, (Ms. Bhatia) The translation unit at the Department of Education has also been utilized.
 

Once home language has been identified, the LAB-R is administered by an ELL teacher, (Ms. Smoudianis, Ms. Zajacova, Ms. Modena, Ms. Johnston, Ms. Riches) within 10 days of admission to the school. The results are hand-scored to determine entitlement. The Spanish LAB is administered to those students whose Home Language Survey OTELE code is Spanish. These students have been determined to be entitled to services after taking their LAB-R. They are then given the Spanish LAB to determine language dominance.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
  2. Once entitlement is determined, and within 10 days of admission to the school, parents/guardians of ELLs are invited to a Parent Orientation Workshop led by the ESL teachers, Ms. Smoudianis, Ms. Modena, Ms. Zajacova, Ms. Johnston and Ms. Riches. The purpose of this orientation is to explain the three program choices available to all ELLs (Transitional Bilingual, Dual Language, and Freestanding ESL). Materials explaining the choices include a video, as well as brochures, and are available in a variety of native languages. Translators are made available to attend the meetings. Should a parent be unable to attend the first meeting, other meetings will be held to accommodate the parents schedules. We also conduct outreach with the parents to set up one on one appointments and as a last resort, conduct telephone conferences as well. Materials are sent home to those parents that are unable to attend any of the scheduled meetings or come in for a one on one conference. We inform parents that the Parent Choice video is available online in many languages should the parent not be able to come to the school. Parents that have previously selected TBE/DL are notified by telephone should the program become available.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
  3. The ELL teachers are responsible for parent outreach to ensure that Entitlement Letters and Parent Survey and Program Selection forms are returned. The process includes the following steps and timeline: The forms are sent home with the students. After the initial distribution of materials, the return rate is assessed, with materials redistributed as necessary. For those forms still not returned, the ELL teachers will make telephone calls asking parents to come to the school. Every effort is made to accommodate parents with alternative dates for parents to meet. If the Program Selection form is not returned, the default program is Transitional Bilingual

Education. Completed Parent Survey and Program Selection forms are placed in the child's cumulative record card, with copies securely on file with the ESL teachers.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
  4. Parent choice is honored in the following ways: For parents that select Freestanding ESL, students are placed in the school's program immediately. For those that select TBE or Dual Language, they are placed in ESL until we reach the threshold of 15 students in one grade or two contiguous grades in one language. Placement letters are sent home with the students, with copies placed on file in with the ESL teachers. Written materials are provided in native languages, and school staff is available to translate as well. If a parent requires translation and if there is no staff member who speaks that language, the Translation Unit is contacted for assistance. For those students whose NYSESLAT results indicate continued entitlement, letters are sent home with the students each September, with copies placed on file with the ESL teachers.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
  5. Continued entitlement is based on the NYSESLAT, administered annually to all entitled ELLs. It measures English Language Arts (ELA) proficiency levels (i.e., beginning, intermediate, advanced) of ELLs— and is administered each spring. The ATS report used to determine NYSESLAT eligibility is the RLER. It is run the morning of each test administration of each modality (Listening, Speaking, Reading and Writing). Schedules are put into place and proper test administration procedures are followed to ensure that the four components of NYSESLAT are administered. Proficiency levels determine the requirements for ESL instruction in accordance with CR Part 154 requirements. Parents are notified each fall of the results of the 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. 
  6. The school maintains a database of parent choice. A review of Parent Survey Selection forms for the past three years indicate a majority of parents select ESL over Dual Language and Transitional Bilingual Education Programs. Although we offer all three programs that have been approved by the NYC Department of Education (ESL, TBE and Dual Language) the majority of parents select ESL as their program choice. We do keep track of the other selections (TBE and Dual Language). The school will honor parent choice should we reach the threshold of 15 students in one grade or two contiguous grades in one language.

## 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])?
    - 1 a&b. The school's licensed ESL teachers, Ms. Smoudianis, Ms.Zajacova, Ms. Modena, Ms. Johnston and Ms. Riches deliver instruction to English Language Learners through a freestanding ESL program implemented through the "push in" model. Students are heterogeneously mixed in all classes. All eligible ELL students in grades K-5 participate in the ESL program, with students programmed for ESL and ELA classes as mandated by CR- Part 154 (determined by the LAB-R or NYSESLAT scores). ESL teachers have common arranged planning periods with the teachers of the classes they teach. They meet together at grade meetings to ensure that not only are ESL methodologies used in every classroom where there are ESL students but the individual needs of each student is met.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
    2. The mandated instructional minutes are provided in the following way:Students scoring at the Beginner or Intermediate level on the NYSESLAT receive 360 minutes of ESL instruction weekly, while those students scoring at the Advanced level receive 180 minutes of ESL instruction and 180 minutes of ELA instruction weekly, as mandated by CR-Part 154. The services are provided by licensed ESL teachers through a push in model. The classes have been arranged according to the ESL levels of the students and the schedules have been made accordingly.The ESL program is aligned with, and supports, the comprehensive core curriculum in literacy and mathematics. All classroom teachers have had required training in ESL methodologies and prepare differentiated content area lessons with ELL strategies in mind.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
  3. Content area instruction is delivered to ELL students through a collaboartive approach. ESL students are grouped by proficiency level. Beginnig and Intermediate students are grouped together. Advanced students are also grouped together. The school utilizes the "push in" model of ESL instruction. Instruction is standards based and aligned to the Common Core Learning Standards. Curriculum maps has been produced across the grades so that all out of classroom providers can service students consistently. The ESL teacher supports the classroom teacher and collaboratively, they conduct lessons. The teachers make content comprehensible to enrich language development by implementing scaffolds and supports. Teachers are using Journeys and Ready Gen as resources to support the ELA curriculum. Standards-based activities include a variety of genres to enhance and promote student interest. Phonemic awareness, phonics, sequential decoding and sight word recognition assist in developing a solid foundation for young readers. Writing activities are based on classroom reading selections and are tailored to meet the writing standards. Native language support is provided as necessary ie: the use of the computer, google translate by the different languages.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
N|A
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
Our ESL teachers use their own teacher made assessments 2-3 times per year to ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year.These assessments are on grade level content incorporating the four modalities. The teachers also use dialogue journals, checklists,teacher notes and anecdotes to support their instruction.
6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

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

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

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

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

6e. Students achieving proficiency in English are placed in a transitional program for two years. These children continue to be provided with support to maintain progress and student achievement in their classroom. Support is scaffolded, and as students demonstrate the ability to work independently, it is removed. Activities designed to support transitional students are:

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

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
8. We meet the needs of ELL~SWD's through flexible programming designed to afford students with the least restrictive environment. Our students are mainstreamed according to their IEP mandates as well as individual student needs.

**Courses Taught in Languages Other than English** ⓘ

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

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

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

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

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

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

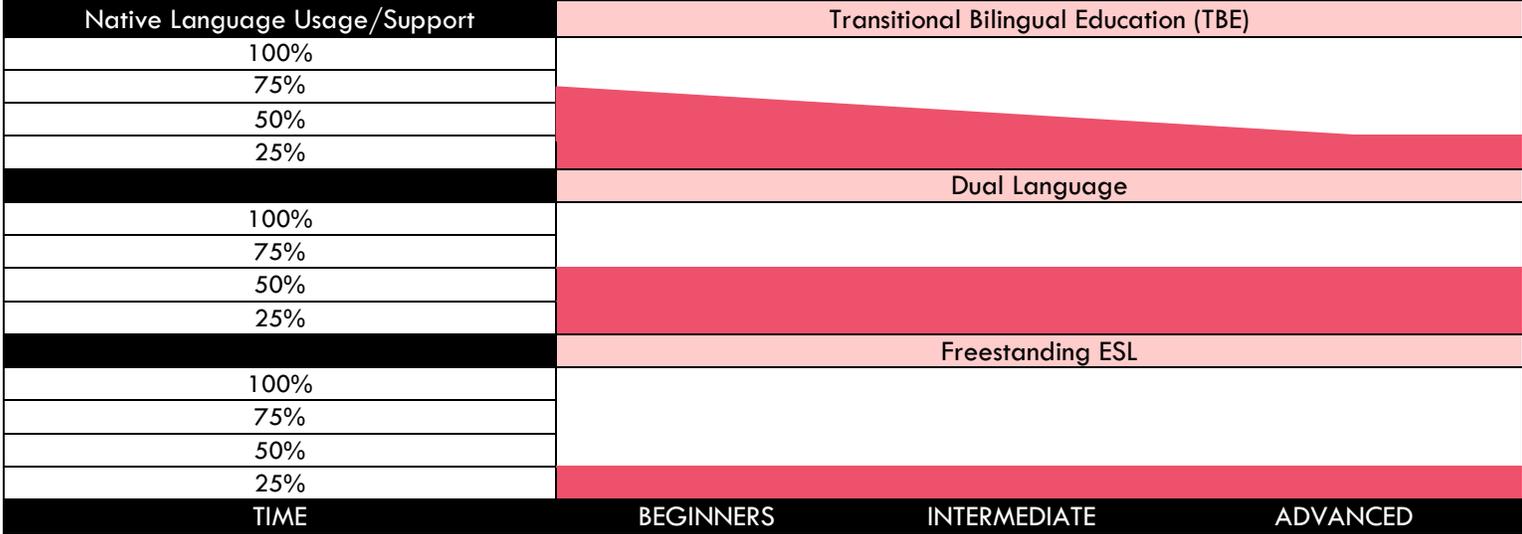
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

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

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

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

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

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

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

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

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

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

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

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

14. ELL students have equal access to all instructional materials, including core curriculum materials. Each classroom is also equipped

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

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

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

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

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

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

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

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

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

N/A

## C. Professional Development and Support for School Staff

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

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

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

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

## D. Parental Involvement

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

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

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

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

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

### **E. Additional Information**

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

Paste response to question here:

## **Part VI: LAP Assurances**

**School Name: PS97****School DBN: 21K097**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Kristine Mustillo	Principal		9/30/13
Miriam A. Bachman	Assistant Principal		9/30/13
	Parent Coordinator		1/1/01
Christina Smoudianis	ESL Teacher		9/30/13
	Parent		1/1/01
Katarina Zajacova	Teacher/Subject Area		9/30/13
Elizabeth Modena\Fontana	Teacher/Subject Area		9/30/13
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Kelly Johnston	Other <u>ESL teacher</u>		9/30/13
Laura Riches	Other <u>ESL teacher</u>		9/30/13
Linda Goldenberg	Other <u>Special Ed\IEP teach</u>		9/30/13
	Other _____		1/1/01

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

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

DBN: 21k097

School Name: Highlawn School

Cluster: 04

Network: 409

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

### **Part A: Needs Assessment Findings**

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

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

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

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

## Part B: Strategies and Activities

---

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

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

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

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

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

PS 97 will fulfill the Chancellor's Regulation A-663 by the following:

As part of the admission process for new arrivals the school will determine the oral and written language preferences of the parents/guardians of each student and determine the language needs of the school population.

Each parent/guardian will be provided with written notification of their rights regarding translation and interpretation services, and instructions on how to obtain these services. These notices are available in 9 covered languages, provided by the Department of Education.

Parents will be made aware of the Department of Education's website and how to access the website in order to get the information concerning their rights about translation and interpretation.

The school will post in a conspicuous location, a sign in each of the covered languages indicating where a copy of the written notification can be obtained.





**Department of English Language Learners and Student Support**

Milady Baez, Senior Executive Director  
 52 Chambers Street, Room 209  
 New York, New York 10007  
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

**Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY**

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.
  - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

<b>Part A: School Information</b>	
Name of School: <u>P.S. 97 The Highlawn School</u>	DBN: <u>21K097</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

<b>Part B: Direct Instruction Supplemental Program Information</b>
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
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

**Part B: Direct Instruction Supplemental Program Information**

6   7   8   9   10   11   12

Total # of teachers in this program: 4  
# of certified ESL/Bilingual teachers: 4  
# of content area teachers: 0

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:

- This afterschool program is designed to provide homework help and structured opportunities for speaking, listening, reading, and writing. Through the use of technology, small group support, and hands on activities ELL students will work collaboratively and in a safe environment to build their English proficiency.
- All ELL students including beginner, intermediate, and advanced, as well as ELL students with IEPs are invited to this program. All grade levels K-5 are invited. Along with students, family members such as parents and grandparents, are also invited to the program.
- This program runs Wednesdays and Thursdays from 2:30 to 4:30.
- English is the primary language of instruction. However, all teachers are using bilingual strategies and bilingual and multilingual paraprofessionals provide additional support in students' native languages.
- Currently, four ESL certified teachers are teaching in this program.
- The following materials are being used for this program: Imagine Learning, teacher made materials for facilitating conversation (laminated pictures, language frames), leveled texts, manipulatives, language games, realia and so on.

**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: `

- All teachers, those providing ESL services as well as general education and cluster teachers, receive professional development focused on meeting ELLs' learning needs.
- All teachers receive this training. ESL certified teachers receive additional training focused on ELL topics, which they turnkey to their colleagues.
- Teachers meet once a month during the Monday 80-minute PD period to focus on a selected topic and/or throughout the school day.

### Part C: Professional Development

- Topics to be covered include: proficiency-level appropriate learning strategies, methods for building academic vocabulary, building language proficiency and providing access to grade level content (making content comprehensible), various workshops related to integrating technology, and so on.
- PD workshops are planned and presented by administrators, teacher leaders, and invited experts.

### Part D: Parental Engagement Activities

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

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

Begin description here:

- Parents and teachers must work collaboratively to ensure that our students are making progress.
- Throughout the year we engage in multiple forms of parent engagement strategies. Notably, all ELLs' parents are invited to an after school E.S.L. Family Program, where they study English alongside their students and other members of the learning community. This program runs on Wednesdays and Thursdays from 2:30 to 4:30. In addition to the required parent meetings, we routinely provide parents with opportunities to meet with teachers and administrators and participate in our learning community. Translation is provided as needed.
- Topics to be covered include: how to create a literacy-rich environment at home, how to advocate for your child, homework help, workshops designed to teach parenting skills, and informational workshops related to ELL specific assessments, benchmarks, and learning goals. Translation is provided as needed.
- Parents are notified via written invitations (translated into their native languages), phone calls from the parent coordinator and teachers through face-to-face meetings.

### Part E: Budget

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

Allocation Amount: \$ \_\_\_\_\_

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

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

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