

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

DBN: (i.e. 01M001):

20K P.S. 971

School Name:

PS 971 SCHOOL OF MATH, SCIENCE AND HEALTHY LIVING

Principal:

RUTH STANISLAUS

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: PRE-K - 5 School Number (DBN): 20K971
School Type: ELEMENTARY Grades Served: P-4
School Address: 6214 4TH AVENUE, BROOKLYN NY 11220
Phone Number: 718-765-2200 Fax: 718-765-2205
School Contact Person: RUTH STANISLAUS Email Address: RSTANIS@SCHOOLS.NYC.GOV
Principal: RUTH STANISLAUS
UFT Chapter Leader: MIGUEL TORRES
Parents' Association President: SUSAN WU
SLT Chairperson: MIGUEL TORRES
Student Representative(s): N/A

District Information

District: 20 Superintendent: KARINA COSTANTINO
Superintendent's Office Address: 415 89TH STREET BROOKLYN NY 11209
Superintendent's Email Address: KCOSTAN@SCHOOLS.NYC.GOV
Phone Number: 718-759-4912 Fax: 718-759-4842

Cluster and Network Information

Cluster Number: 5 Cluster Leader: DEBRA MALDONADO
Network Number: FHI360-511 Network Leader: JORGE IZQUIERDO

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:

- 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*.
- 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.**
- 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)
Ruth Stanislaus	*Principal or Designee	
Miguel Torres	*UFT Chapter Leader or Designee	
A Le Wu	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
ARLENE GONZALEZ	Member/ TEACHER/UFT	
ENNIE CHIN	Member/ UFT	
SONG HUA PENG	Member/ PARENT	
LING YANG	Member/ PARENT	
CATHERINE TOLENTINO	Member/ PARENT	
QING CHEN	Member/ PARENT	
HUSSAIN ABDULLAH	Member/TEACHER	
	Member/	

**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	
•	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.
•	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
•	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.
•	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.
•	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
•	Trust: 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:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- 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:

- **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.
- **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.
- **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.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **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:

- 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.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Our Mission at PS971, School of Math, Science and Healthy Living is to ensure that all our children achieve to fulfill their academic, social and physical potential through a structured, effective curriculum. This mission will be accomplished through a concise collaboration of community of families, students, our surrounding community and all staff members in a unified plan. This plan includes a focus of learning through the study of mathematics, the sciences and the centered study of emotional, social and physical health for children. As we continue to strive towards this goal, we have built a foundation of partnering with many community organizational supports that include The Brooklyn Conservatory of Music, The Cool School Foods Project, The New York Historical Society, The LEAP Program and Context for Learning. In partnering with these organizations, along with the work we do each and every day, we teach our children the value of what true community means. In addition, we have developed a clear road in aligning our community development with our academic Common Core Standards, progressive teacher growth, connection of parents and continuous assessments in all areas of learning. With all areas connected, we know ALL our children will ultimately become lifelong learners, solution finders, empowered as future leaders. The curriculum and instruction at PS 971 sets high expectations for all students. Instruction is systematic and explicit. It is tailored to meet the needs of students as the assessments provide accurate and meaningful information concerning student achievement. At PS 971, our shared goal is to value and promote student independence and rigorous instruction. It is our mission ...

- To develop students who are academically independent, who value learning.
- To ensure that successful learning takes place for all our children in an environment of positive mutual respect.
- To support all children academically, socially, physically and emotionally.
- To design daily curriculum that focuses on Common Core learning, assessments, authentic and critical thinking learning experiences.
- To support the staff within our learning community as progressive educators who strive to cultivate their own learning and professional growth each and every day.
- To continue building our network of support through parental involvement and diverse community partnerships.

The staff at PS 971 is committed to the success and improvement of our school community. Strong, collegial relationships are cultivated as teachers partake in professional learning communities. Within these professional learning communities, teachers are involved in decision making as they collaborate collectively to examine data and work on specific goals.

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

- 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).
- 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.

The 2012-2013 QR indicated that the school needed to improve on the engagement of variety of learners, including English Language Learners and Students with Special Needs in lessons and scaffolded instruction to enable the school to close the achievement gap [QR indicator 1.2]. Additionally, the ELA and Math state exams continue to show gaps within our school performance comparable to the city. In the area of ELA, we had 9.6% of students performing at levels 3 & 4. In the area of Math, 24.5% of our students were performing at levels 3 & 4. In order to ensure that the curriculum is customized, inclusive, motivating, and aligned to the Common Core we have indicated several systems that are currently in place at our school to support these areas of need that will be reflected in our action plan and goals for the 2014-2015 school year.

STRENGTHS:

- Students are assessed in reading and mathematics through Fountas and Pinnell (F&P) and the Early Childhood Assessment in Mathematics (ECAM)
- TERC Curriculum for Math
- ATLAS online system is utilized school-wide to systemically create coherence within the school. Teachers are continually uploading their lesson plans and revising the curriculum that is driven by data.
- School-wide data system is placed through the use of the Smart Sheet online system
- Differentiated word study curriculum: Foundations for K-1 students and Words Their Way for 2-4 students
- Professional Development plan that includes effective small group instruction such as guided reading and strategy skills groups in the areas of reading, writing and math
- Students are accountable for their own learning by using student friendly rubrics, student checklists and accountable talk
- Students and teachers are engaged in pre and post assessments, as well as, ongoing assessments for each unit, which inform students of what they know
- Implemented a Reading Recovery program and Academic Intervention Services (AIS) to support our students who are currently reading expediently behind grade level
- Arts Intervention
- Push In/ Pull Out English as a Second Language Instruction-Teachers are planning collaboratively and using several collaborative team teaching models when working with ELL specialists, AIS teachers and Coaches.
- Reading Music
- Literacy Centers/Strategy Groups
- Integration of Seeds to Trees Program in Science through an invaluable combination of hands-on classroom activities, unparalleled field experiences and teacher training, all lead by NYC skilled environmental educators.
- New York Historical Society, which is a school wide and grade wide Social Studies Enrichment program. Through this program, museum educators work with every class and every teacher each month over the course of the school year, delivering a hands-on Social Studies program that aligns with the Social Studies Scope and Sequence and the Common Core Learning Standards for each grade.

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.

The 2014-2015 academic school year's curriculum and instruction will be tailored to engage a variety of learners including ELLs and SWDs. Instruction will be scaffolded and differentiated to close the achievement gap. We will increase student proficiency with our SWD and ELL population in the areas of literacy and mathematics by 10% as measured by our 2014-2015 LOCAL MOSL (Fountas and Pinnell & Early Childhood Mathematics Assessments – ECAM)

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • 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). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
MONDO Curriculum- Implement a newly acquired curriculum that is aligned to the CCLS with a strong focus on vocabulary and differentiation to support our ELL and SWD population.	Teachers Students Parents	September 2014-June 2015	<ul style="list-style-type: none"> - Administrators - Support Staff - Teachers/Paraprofessionals - Coaches - Professional Development team - RSPs - Intervention Specialist - Mondo Presenters
<p>Analyze the 2013-2014 New York State English Learning Arts & Mathematics Exam and select noticeable trends within our students performance</p> <p>Prioritize standards that reflect significant gaps between the schools performance and the city's overall performance and create "Priority Standards" based on this data.</p> <p>Implement school wide "Priority Standards" (Prek – grade 4) based on data analysis and create a priority standards matrix that provides teachers with opportunities to participate in vertical planning.</p>	Teachers/Para professionals Students	September 2014-June 2015	<ul style="list-style-type: none"> - Administrators - Teachers/Para professionals - Coaches - Collaboration team - Intervention Specialist

Design class schedules to accommodate AIS teacher, Specialist and Coaches to push in to the classroom using the Collaborative Team- Teaching approach. A focus will be placed on supporting teachers with the priority standards and our school wide focus (Questioning and Discussion techniques)	Students determined to be At-Risk based on Local and School Assessments	September 2014-June 2015	<ul style="list-style-type: none"> - Administrators and Support Staff - Teacher/Para professionals - PPT team - Collaboration/Inquiry Team - RSPs - Intervention Specialist - Coaches
<p>Implement after school two days per week for grades three and four with a focus on supporting students in Literacy and Mathematical test preparation strategies and techniques.</p> <p>Two Saturdays per month will be added in the area of performing mock testing situations.</p> <p>NYSELAT after school every Friday to support our English Language Learners</p>	<p>At-Risk students</p> <p>ELL Students</p>	September 2014-June 2015	<ul style="list-style-type: none"> - Administrators and Support Staff - Teacher/Para professionals - Collaboration/Inquiry Team - RSPs - Intervention Specialist - Coaches

Part 4 – Resources Needed

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

- Classroom teachers, Reading specialists, ESL teachers, Data specialist. Principal, Network consultants, outside educational organizations.
- Atlas Online Curriculum system to analyze the implementation of CCLS and city-wide expectations.
- Smartsheet data collection system
- Professional development will be given to staff.
- Creating Title III Supplemental programs for the ELLs in the form of a NYSESLAT afterschool program.
- Monthly meetings for staff to collaborate in planning and curriculum development.

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		Title IIA	X	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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:

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

Mid-Point Benchmark

By February 2015, our English Language Learners and Students with Disabilities will increase their reading levels and ECAM performance by 5% as measured by our in-school assessments (Fountas and Pinnell & Early Childhood Mathematics Assessments – ECAM.)

Timeframe

September 2014-February 2015- Informal & Formal observations focusing on scaffolding, differentiation and coherent instruction

September 2014-February 2015- F&P and ECAM assessment

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

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|--|--|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

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

- 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).
- 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.

P.S. 971 has established a culture of learning that ensures all students are known, with professional support for staff, resulting in the academic and social growth of students and adults [Quality Review 2012-2013]. We would like to create more opportunities for students to have a clear voice within the P.S. 971 community.

STRENGTHS:

- A Peer Partnership Team (PPT) based on RTI learning with a focus on discussing specific students, their progress and next steps. Teacher present student work and work collaboratively with the PPT to develop of goals and strategies to support future student learning.
- Teachers are supported by the PPT team and implement strategies to support student learning in the classroom.
- Monthly classroom celebrations to celebrate students accomplishments
- Technology: use of iPads, ELMO’s, laptops and smart boards for students and staff
- Investigations in math curriculum
- Respect for all initiative
- Cultural celebrations
- Parent monthly newsletter to share student progress, school events and community news
- Parent coordinator community outreach
- Parent Workshops in the area of health and nutrition, common core learning, ELL’s and SWD’s support, test preparation and homework and NYC activities
- Staff led Professional developments
- Positive reinforcement (attendance champs / lunchroom incentive)
- Sumdog (challenging, differentiated content in a safe and fun way)
- Healthier alternative lunch menu
- Cross curricular content
- Daily birthday announcements
- Attendance Champion trophy is given to the class that achieves the highest attendance rate for the month
- Green team development with students and staff
- Recycling and Energy saving school wide initiatives
- Child Abuse prevention assemblies and Fire & Police Safety visits to classrooms
- Open door policy for staff with guidance counselor in regards to ACS concerns

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.

Within the 2014-2015 academic school year, teachers will implement systems (through open discussions, DOK, accountable talk, student self-assessments and rubrics) to foster student voice which will enable students to be active

participants in their learning within a supportive environment. We will increase student performance and outcomes in the area of discussion and question techniques by 75% within the areas of literacy and mathematics as measured by teacher observations on student participation.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • 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). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Implement a student counsel in the 4 th and 5 th grades that focus on school wide environment and student voice. This will not only enhance student discussion and questioning techniques but also give part ownership of the learning community to the students.	Students	September 2014-June 2015	<ul style="list-style-type: none"> - Administrators Support Staff - Teachers/Para professionals - RSPs - Coaches
Provide parents with opportunities to attend various workshops and celebrations to gain insight and information regarding strategies that can be used at home for reinforcement. <ul style="list-style-type: none"> ○ Curriculum Day- This day is designated to inform parents about the curriculum for the school year. Parents will have an opportunity to speak to all educators regarding expectations, goals and the current curriculum. ○ Parents will have opportunities to review student progress and next steps based on implication for teaching from Inquiry team meetings. ○ Presenting student work at School Leadership Team meetings to communicate student progress as well as curriculum requirements to the parent body. 	Parents Students	September 2014-June 2015	<ul style="list-style-type: none"> - Administrators and Support Staff - Parent Coordinator - Coaches - Collaboration Team - RSPs - Parents
Implement a social- emotional community building initiative will be organized and led by the guidance counselor in order to promote ‘culture building’ and socio-emotional support school wide. The program will align with the student learning needs.	Students	September 2014-June 2015	<ul style="list-style-type: none"> - Administrators and Support Staff - Teachers/Para professionals - Coaches - PPT Team - RSPs - Intervention Specialist -
Restructure our PPT (Pupil Partnership Team) meetings so we can include the special education portion of the SIT plan. We will monitor and support students with special needs by utilizing PPT members	At- Risk Students	September 2014-June 2015	<ul style="list-style-type: none"> - Administrators - Support Staff

and restructure meeting time to include: reviewing of IEP's, monitoring of Annual goals and case conference (prior to Annual Review meeting).	Students with Disabilities		<ul style="list-style-type: none"> - PPT team members - Teachers/Para professionals - RSPs - Intervention Specialist - Coaches - Parent Coordinator
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Part 4 – Resources Needed

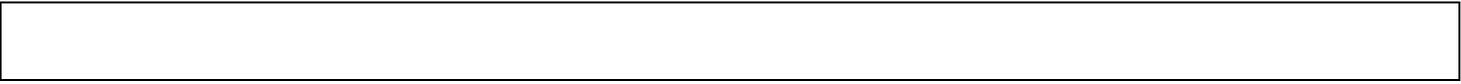
Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> • Classroom teachers, Reading specialists, Related Service Providers, ESL teachers, Coaches. Principal, Assistant Principal, outside educational organizations.

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		Title IIA		Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <ul style="list-style-type: none"> ○ Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. ○ Specify a timeframe for mid-point progress monitoring activities. 				
<p><u>Mid-Point Benchmark</u> By February 2015, we will increase student performance and outcomes in the area of discussion and question techniques by 37.2% within the areas of literacy and mathematics as measured by teacher observations on student participation.</p>				
<p><u>Timeframe</u> September 2014- October 2014- Implement new Pupil Partnership Team September 2014-January 2015- Implement debate team September 2014-January 2015- Implement Social emotional initiative September 2014-February 2015- Informal & Formal observations focusing on questioning & discussion. September 2014- February 2015- Parent workshops to provide parents with academic support for students</p>				
<p>Part 6b. Complete in February 2015.</p>				
<ul style="list-style-type: none"> • Did the school meet the mid-point benchmark(s) in the timeframe specified? 		Yes		No
<ul style="list-style-type: none"> • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? 				



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

- 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).
- 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.

The 2012-2013 QR indicates the school needs to align professional development to overall school goals to elevate school wide instructional practices and implement strategies to promote professional growth and reflection among all staff [Quality Review indicator 4.1]. In order to ensure that teachers are committed to the success and improvement of their classroom, school administrators have utilized the Danielson Framework to structure school wide professional development focusing on informal observations.

STRENGTHS:

- Daily common preparation periods for grade-level planning
- Ongoing professional development sessions on Collaborative Teaching during Mondays professional development time
- Universal Design for Learning (UDL) professional development for all teachers
- Monday common planning time
- Collaboration between classroom teachers and service providers
- Continuous support from the Literacy Coach and Math Coach as well as demonstration lessons from the coaches
- Mentoring is in place to support first year teachers
- Teachers collaborate with each other by sharing resources and lesson plans through common preparation periods, Smart Sheet, Google Docs and emails
- Rubicon Atlas Curriculum Management program is used throughout the school for all teachers to share unit plans, lesson plans, assessments and data analysis of the assessments
- Afterschool programs are in place on a weekly basis, including Saturdays, through preparation programs for English Language Arts, Mathematics and New York State English as a Second Language Achievement 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.

Within the 2014-2015 academic school year, the school leadership will implement cycles of Professional Development that will support teacher’s strengths, needs and the school’s instructional focus. We will support teacher’s instructional pedagogy (specifically in the area of Questioning/Discussion and Assessment) as measured by the Danielson Framework for Teaching.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified	Target Group(s)	Timeline <i>What is</i>	Key Personnel <i>Who is responsible for</i>
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<p>goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • 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). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	<p><i>Who will be targeted?</i></p>	<p><i>the start and end date?</i></p>	<p><i>implementing and overseeing the activity/strategy?</i></p>
<p>Collaborative planning time will be embedded into the schedule to provide teachers with opportunities to collaborate, plan and discuss student work during inquiry. Utilization of the Monday professional development sessions will be used as a time to provide teachers, paraprofessionals and related service provider training around aligning the curriculum, Danielson Framework, Instructional expectations and priority standards. This will ensure that instruction encompasses appropriate instructional strategies to help foster success in these particular areas.</p>	<p>Teachers and para professionals</p>	<p>September 2014-June 2015</p>	<ul style="list-style-type: none"> - Administrators and Support Staff - Teacher/Para professionals - PPT team - Collaboration/Inquiry Team - RSPs - Intervention Specialist - Coaches -
<p>Utilize Monday professional development sessions to provide teachers, paraprofessionals, and related service providers training around aligning the curriculum around The Danielson Framework, instructional expectations and the priority standards. This will ensure that instruction encompasses appropriate instructional strategies.</p>	<p>Teachers</p>	<p>September 2014-June 2015</p>	<ul style="list-style-type: none"> - Administrators and Support Staff - Teacher/Para professionals - Collaboration/Inquiry Team - RSPs - Intervention Specialist - Coaches
<p>Facilitate inquiry team meetings consisting of administrators, related service providers and teachers using the curriculum, school assessments, and student work to promote inquiry around pedagogy, instructional strategies and the curriculum. These meetings will take place within our Monday PD time and will be aligned to teachers grade level planning.</p>	<p>Teachers At-Risk students</p>	<p>September 2014-June 2015</p>	<ul style="list-style-type: none"> - Administrators and Support Staff - Teacher/Para professionals - PPT team - Collaboration/Inquiry Team - RSPs - Intervention Specialist - Coaches
<p>Implement check in points Danielson to revise PD plan as needed utilizing Smart sheet to record teachers strengths and need areas.</p>	<p>Administration</p>	<p>September 2014-June 2015</p>	<ul style="list-style-type: none"> - Administrators - Coaches - Intervention Specialist

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Part 4 – Resources Needed

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

- Classroom teachers, Reading specialists, ESL teachers, Data specialist. Principal, Assistant Principal, Network consultants, outside educational organizations.
- Atlas Online Curriculum system
- Smartsheet data collection system.
- Professional development will be given to staff based on teacher’s needs and the school-wide focus.
- Monthly meetings for staff to collaborate in planning and curriculum development.
- Monthly meetings for staff to collaborate in inquiry work.

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		Title IIA	X	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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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:

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

Mid-Point Benchmark

By February 2015, the school leadership will implement cycles of Professional Development that will support teacher’s strengths, needs and the school’s instructional focus as measured by Professional Development survey’s and the Danielson Framework for Teaching.

Timeframe

September 2014-September 2014- Schedule to reflect Common Planning time

September 2014- October 2014- Create a working document for projected Professional Development sessions.

September 2014-December 2014- Implement and support Inquiry Teams

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

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

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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

- 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).
- 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.

P.S. 971 currently strive to promote effective transparency within the academic community. We have incorporated multiple systems:

- Informal/Formal observations
- Smart Sheet online system that is utilized to record and collect data. Administrations and teachers are able to create, edit and upload information.
- ATLAS online system is utilized to upload curriculum information
- Coaches and specialists provide push in services to support classroom teachers and provide feed back to administration

It is imperative that we implement an ongoing system to track, monitor and analyze the effectiveness of these systems. Administrators will need to continuously upkeep and create check in points with the systems that are currently in place, which will essentially improve instructions and student performance.

Strengths

- The Assistant Principal, Mathematics and Literacy Coach as well as an AIS teacher have been acquired this year to support staff in daily instruction, operational procedures and implementation of best practices. A specific focus has been placed on At-Risk students, ELLs and SWDs in our community
- Informal observations are given besides the advance observations as a means of on-going support for all staff
- Learning communities use the smart sheet on-line data collection system. Data is uploaded and shared amongst the staff, this allows for transparency expectations and a coherent school wide vision.
- School website is structured around school wide events and best practices performed in the community.
- Professional development has been given in the area of the Danielson Framework in order to promote best practices in instruction, planning and preparation and environment.
- Professional development has also been given in the area of CCLS aligning the work of daily instruction.
- A weekly newsletter is sent to staff outlining expectations on specific focus points each week such as guided reading, the writer’s notebook or how to de-stress.

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.

Within the 2014-2015 academic school year, the school leadership will implement systems (using the vehicle of Professional Development) that assess teacher’s strengths and needs, create an alignment utilizing the noticeable trends and implement an ongoing professional development programs that will support instruction. We will increase teacher performance and pedagogy by 10% within the areas of literacy and mathematics as measured by student performance on Local and State Assessments.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • 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). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Develop and implement support meetings with at least three check in points across the rest of the year. Geared towards teachers that are new to the profession and the community.</p>	<p>First and second year teachers new to teaching and the school community</p>	<p>January, March & May</p>	<p>Principal</p>
<p>Structure MONDAY PD team has been organized to plan MINI PD’s during a segment of the MONDAY PD time.</p> <ul style="list-style-type: none"> ○ MONDAY PD time will also be divided into grade level planning and inquiry work that will also allow classroom teachers to meet with pull out /push in specialists, AIS teacher, coaches and mentors during planning. ○ Provide Professional development around Inquiry and examining student work. ○ Implement the use of the Atlas protocol for teacher team meetings ○ A school wide ‘question of the week’ will be implemented within the weekly notes in order to open up school discussion and feedback on policies and procedures 	<p>Teachers Para professionals Coaches</p>	<p>September 2014- June 2015</p>	<p>Administration Lead Teachers Coaches</p>
<p>Implement a Collaboration, Inquiry, and Assessment Team (C.I.A) in order to examine student work utilizing School Net to build and align assessments that will focus on all learners including ELLs and SWDs.</p>	<p>Teachers Target population (At-Risk, SWD)</p>	<p>September 2014- June 2015</p>	
<p>Pupil Partnership Team (PPT) will be structured around our Assistant Principal, Guidance Counselor, Classroom Teachers, SBST, Coaches and Related support staff and meet weekly to discuss and implement strategies and techniques within an RTI system for At-Risk students.</p>	<p>Teachers Students</p>	<p>September 2014- June 2015</p>	

Part 4 – Resources Needed

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

- Classroom teachers, Reading specialists, ESL teachers, Data specialist. Principal, Assistant Principal, Network consultants, outside educational organizations.
- Atlas Online Curriculum system
- Smart sheet data collection system.
- Professional development will be given to staff based on teacher’s needs and the school-wide focus.
- Monthly meetings for staff to collaborate in planning and curriculum development.
- Monthly meetings for staff to collaborate in inquiry work.

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		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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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:

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

Mid-Point Benchmark

By February 2015, we will increase teacher performance and pedagogy by 5% within the areas of literacy and mathematics as measured by student performance in school assessments Fountas and Pinnell & Early Childhood Mathematics Assessments – ECAM.

Timeframe

September 2014-September 2014- Schedule to reflect Common Planning time
 September 2014- October 2014- Create a working document for projected Professional Development sessions.
 September 2014-October 2014- Implement and support meeting/mentoring meetings for new teachers
 September 2014-October 2014- Implement Collaboration/Inquiry Team
 September 2014- February 2015- PPT team will record progress, list strategies and indicate support provided for At-Risk students

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

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

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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

- 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).
- 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.

P.S. 971 have incorporated multiple parent workshops across the year in the area of nutrition & health, common core learning, test prep and homework and activities to do in New York City during the summer break. These workshops are accompanied with a booklet on the specific topic printed in English, Spanish and Mandarin however, improvement is necessary in providing parents with support in academic communication. We would like to support our parents in understanding the expectations of the academic and rigors learning that take place in our community.

Strengths

- Parent monthly newsletter listing monthly unit progress on all grades as well as specialty areas.
- School website listing all school functions and a direct line to our parent coordinator for instant support for parents.
- Classes have publishing parties where parents are invited to read published student work
- Annual Harvest Breakfast – a school wide function in October to represent ‘the harvest’ of healthy living. Parents bring food and classroom activities take place in all classes for parents and students to participate in.
- Annual Holiday Potluck dinner organized by our PTA. A December event celebrating the holidays and the work we have done thus far.
- Cultural month where we celebrate our culture. We begin with Chinese week (due to the Chinese New Year) followed by Spanish week. We end with Multi-cultural week where all cultures are celebrated and a culmination of cultures are celebrated through a morning of activities.
- In order to support our staff more in the area of parent support, an online system (smart sheet) is used to track all parent meetings, activities and planning teachers are doing for parents.
- Musical performance in the winter for grades P-2 and in the spring grades 3-4 for all parents to attend.
- Annual auction for parents and staff is given in order to support our PTA in their fundraising efforts.

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.

Within the 2014-2015 academic school year, we will develop and implement creative systems and routines that will inform parents of student progress and achievement. All members of the 971 community will participate in various programs that will elevate the communication parents receive regarding students academic progress. We will increase parent engagement and approval by 50% as measured by School Environmental Survey and ongoing Parent Survey’s provided to parents throughout the year.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • 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). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Developing an ongoing system for feedback on professional development, workshops, school wide events and instructional data collection.	Teachers and parents	September 2014 to June 2015	Principal & Assistant Principal
Implement parent workshops in Special Needs and Related Services describing the break down of the process and strategies parents can use to help their children at home.	Teachers and parents	September 2014- June 2015	Principal & Assistant Principal

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> • Classroom teachers, Reading specialists, ESL teachers, Data specialist. Principal, Assistant Principal. • Professional development will be given to staff based on teacher’s needs and the school-wide focus. • Monthly meetings for staff to collaborate in planning and curriculum development. • Monthly meetings for staff to collaborate in inquiry work.

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		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

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: <ul style="list-style-type: none"> ○ Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. ○ Specify a timeframe for mid-point progress monitoring activities.
<u>Mid-Point Benchmark</u> By February 2015, we will increase parent engagement and approval by 25% as measured by ongoing Parent Survey’s provided to parents throughout the year. <u>Timeframe</u> September 2014-November 2014- Implement ongoing system for feedback on professional development, workshops, school wide events and instructional data collection.

September 2014- February 2015- Monthly parent workshops in Special Needs and Related Services

Part 6b. Complete in February 2015.

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

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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	School wide assessments: <ul style="list-style-type: none"> ○ F&P State Test: <ul style="list-style-type: none"> ○ ELA RTI Referral Process/PPT: <ul style="list-style-type: none"> ○ Consultation ○ Anecdotal ○ Observations ○ Anecdotal of Tier I interventions ○ Follow up meetings 	<ul style="list-style-type: none"> • Reading Recovery • Guided Reading • Writing responses • At- Risk SETTS • Small group instruction 	<ul style="list-style-type: none"> • Small group- Push into classroom • Small group- Pull out of classroom • One to one- Push into classroom • One to one- Pull out of classroom <p><u>At-Risk/SETTS:</u></p> <ul style="list-style-type: none"> • Small group- Pull out of classroom Individual – pullout of classroom	<p><u>Reading & Writing:</u></p> <ul style="list-style-type: none"> • During School • After School • Saturday School. <p><u>At-Risk SETTS:</u> During school day.</p>
Mathematics	School wide assessments: <ul style="list-style-type: none"> ○ ECAM State Test: <ul style="list-style-type: none"> ○ Math RTI Referral Process/PPT:	At- Risk SETTS	<ul style="list-style-type: none"> • Small group- Push into classroom • Small group- Pull out 	<p><u>Math Intervention:</u></p> <ul style="list-style-type: none"> • During School

	<ul style="list-style-type: none"> ○ PPT ○ Consultation ○ Anecdotal of Tier I interventions ○ Observations ○ Follow up meetings 		<ul style="list-style-type: none"> ○ of classroom ● One to one- Push into classroom ● One to one- Pull out of classroom 	
Science	Integrated into ELA curriculum			
Social Studies	Integrated into ELA curriculum			
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> ● RTI Referral Process: <ul style="list-style-type: none"> ○ PPT ○ Consultation ○ Anecdotal of Tier I interventions ○ Observations ○ Follow up meetings ○ Checklist Screenings 	<p><u>Counseling:</u></p> <ul style="list-style-type: none"> ○ Prevention Group counseling ○ Prevention Individual counseling ○ Mediation ○ Bullying intervention ○ Youth development program ○ Youth prevention program <p><u>Speech Therapy:</u></p> <ul style="list-style-type: none"> ○ Group therapy ○ Individual therapy 	<p><u>Counseling:</u></p> <ul style="list-style-type: none"> ○ Small group- Push into classroom ○ Small group- Pull out of classroom ○ One to one- Push into classroom ○ One to one- Pull out of classroom <p><u>Speech Therapy:</u></p> <ul style="list-style-type: none"> ○ Small group- Push into classroom ○ Small group- Pull out of classroom ○ One to one- Push into classroom 	<p><u>Counseling:</u></p> <ul style="list-style-type: none"> ○ During school Day ○ Youth prevention program: After school <p><u>Speech:</u></p> <ul style="list-style-type: none"> ○ During school

			<ul style="list-style-type: none">○ One to one- Pull out of classroom	
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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

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"> • Principal, UFT representative and staff members will conduct the interviewing process. Candidates will submit application through open market or on line, interview and perform a demonstration lesson with students from the school community. <p>Assignments:</p> <ul style="list-style-type: none"> • Teacher assignments will be based on licensing and certification along with expertise and experience. • Teachers implement workshops and information nights where the curriculum is presented to the parents and shown how it can be supported outside the classroom to further benefit their child's learning. • Teachers and staff members will hold parent meetings each Tuesday afternoon along with meeting as a grade to develop ways and strategies to communicate with parents in regards to the needs and progress of all students. <p>Support:</p> <ul style="list-style-type: none"> • Support of teachers will be based on the Danielson framework for Teaching along with a monthly input of professional development needs. • Conversations from initial planning conferences given at the beginning of the year will also determine chosen professional goals from the staff. • Newly implemented Monday Professional Development for staff will also be used to support teachers in needed areas of instruction, environment, planning and preparation and professional growth. • Teachers will be offered professional development in the learning of beginning, intermediate and advanced ELL students. • Teachers will work collaboratively with ESL teachers in developing an understanding of stages of language acquisition. • Teachers are able to use the learning from professional development in parent workshops. • Classroom teachers and out of classroom specialist will be afforded the opportunity to attend workshops on early childhood learning and language development as well as the learning continuum for special needs students. • Literacy and Math Coaches will attend reading/ mathematics workshops throughout the year and turn key information to staff during the year. • Literacy and Math coaches will develop and administer professional development during Monday PD time.

- AIS and ESL teachers will work with teachers to ensure strategies and support is given to ELL students and SWD students.
- Classroom teachers are also given the opportunity to attend reading and math workshops throughout the year.
- Teachers will attend professional development in the area of common core standards development
- Teachers will also attend workshops in the area of Core Knowledge curriculum throughout the year.
- Staff will turn key information on a monthly basis.
- Common planning periods will be implemented in weekly schedule for all teachers to collaborate

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).

- Staff will attend professional development during the year in the area of mathematics and reading focusing on the CCSS
- A school wide focus of Questioning (3B) and Assessment (3D) will be implemented and supported through professional development throughout the year.
- Network will assist in monthly workshops for staff in needed areas.
- Intervisitation with network and district schools will be arranged to support teachers in developing instructional strategies.
- Monday PD time will be used to support staff in instructional and planning and preparation areas.
- Principal, Assistant Principal, Coaches, AIS teacher and ESL teachers will implement PD for staff as well as staff themselves turn keying any information from outside PD's they have attended.
- Consultants will be hired throughout the year to support teachers in the area of writing, building a strong social studies curriculum and improving reading amongst our ELL and SWD students.
- Consultants from Mondo Bookshop will implement at least two professional development days for all teachers and paraprofessionals.

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.).

- PreK teacher and paraprofessional are included on all professional development and common planning times with K staff.
- PreK teacher and paraprofessional will gather and record data using the Work Sampling System for PreK students
- Math and Literacy Coaches will work with Prek teacher on implementing reading and mathematical strategies to prepare students for kindergarten.
- Universal PreK Social worker works with PreK teacher in assessing and evaluation students for future intervention services
- Stepping up week will continue that allows PreK students and parents to visit kindergarten classes.
- All parent activities involve all grades P-4
- PreK social worker collaborates with schools guidance counselor.

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.

- School wide Assessment team examines current school assessments to adjust and make better for future assessments
- A MOSL team was develop to discuss and decides local and state MOSL assessment choices.
- Data “check in” days will be organized with entire staff to examine school wide data and implementation of future instruction.
- Teacher created assessments are discussed during common planning time, assessment and inquiry meetings.
- Year long assessment calendar has been created in collaboration with testing coordinators.
- School based rubric alignment has been developed for all grades in order to align rubrics and assessments for parent understanding.

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 codes¹. 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 consolidated². **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	\$305,731.00	X	10,14, 18, 21, 23
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	\$17,696.00	X	10, 18
Title III, Immigrant	Federal	N/A	N/A	N/A
Tax Levy (FSF)	Local	\$2,088,313.00	X	10, 14, 18, 21, 23

¹Explanation/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:

- 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.
- 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.

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

- **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).
- **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.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **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.

- **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.
- **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:

- **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.
- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **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.

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 971**, 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 971**, 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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

School-Parent Compact (SPC)

PS 971, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by 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 20	Borough Brooklyn	School Number 971
School Name P.S. 971		

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

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	282	Total number of ELLs	152	ELLs as share of total student population (%)	53.9%
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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 #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Push-In	2	2	2	2										8
Pull-out	0	0	2	1										3
Total	2	2	4	3	0	11								

B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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
Dual Language										0
ESL	152	0	13							152

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		
Total	152	0	13	0	0	0	0	0	0	152
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	9	7	7											23
Intermediate(I)	13	21	15											49
Advanced (A)	15	17	13											45
Total	37	45	35	0	117									

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	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
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

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

NYS Science

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and 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.

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

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

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

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

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

Beginner/Intermediate- 32 ELLs
Advanced- 14 ELLs

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

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

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

Since the State did not report the 2013 NYSESLAT results by modality, we are unable to analyze the patterns across the 4 modalities.

4. For each program, answer the following:

- a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

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

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

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

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

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

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

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

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

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

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

7. For dual language programs, answer the following:

- 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?

We currently do not have a dual language program.

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

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

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

The initial identification of ELLs is done through a rigorous process. First, during registration a Home Language Identification Survey (HLIS), along with an informal parent and student interview, is completed in compliance with the Commissioner's Regulations Part 154. Our trained pedagogues (certified ESL teachers Thiri Soe, Amy Chan and Connie Alleo) are responsible for conducting the initial screening, as well as administering the Home Language Identification Survey (HLIS) and the LAB-R within ten days of enrollment. In the initial screening process, parents complete a HLIS with a trained pedagogue. Based on the information provided on the HLIS and analyzing the informal interviews with both parent and student, the student's eligibility to take the LAB-R is decided. If students score below the cut-off scores they are deemed eligible for an ELL program. The parents of these students receive entitlement letters and invitations to the parent orientation where parents select the ELL program they want for their child. If students score above the cut-off score, they are deemed ineligible for an ELL program. The parents of these students are then informed by receiving non-entitlement letters.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

A number of structures are in place in order to ensure that the parents of our ELLs at P.S. 971 understand all of the program choices and rights they are entitled to. Each parent of a newly enrolled ELL is invited (via written invitation) to a parent orientation session. The first parent orientation is given both in the morning and in the evening to accommodate parents' schedules. At the parent orientation session, informational materials are provided and a Parent Orientation video is viewed by the parents in the language of their choice. Translators are available to the parents and guardians. After the video is being viewed in the language of their choice, parents or guardians are encouraged to ask questions, through the translators, regarding the video or any concern that they may have about the different programs. They are then explained about the different features and goals of all 3 programs (Transitional Bilingual Education, Dual Language and Freestanding ESL). After they have a complete understanding of the 3 different programs, they are asked to complete the Parent Survey and Program Selection form to indicate their program choice. Next, personal conversations between the parents/guardians and our pedagogues are conducted about their choice of program. Once we provide the information about all three program choices, we distribute to the parents a Parent Survey and Program Selection Form, where parents indicate their program choice. After this process is completed, we enter parent choice according to the Parent Survey and Program Selection Form in the ELPC screen in ATS.

P.S. 971 also makes sure to keep track of parents who are selecting different programs other than Freestanding ESL. Those parents who select different programs other than Freestanding ESL are explained that their choice of program is fully respected and we would like to fulfill their request, but since our school currently does not have Transitional Bilingual Education and Dual language, our school keeps track of their choice. In the meantime, their child will receive ESL services until the school reaches 15 or more ELLs with the same language in one grade or in two contiguous grades. Parents will be notified through a meeting if we reach the number of students necessary to open up a bilingual program. If their choice of program is one that we do not currently have, our school contacts the Office of English Language Learners which will take the necessary steps with the Office of Student Enrollment to transfer. Parents will continually be updated through letters and phone calls on placing their child in their choice of program.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

Our school makes sure that entitlement letters and Parent Survey and Program Selection forms are placed on the school's letterhead. Copies of letters and forms are made in parents' preferred language. Before we distribute entitlement letters, we make two copies--one of which is placed in the Compliance Binder and another one in students' Cumulative Folders. When parents return the Parent Survey and Program Selection forms, two copies are also made--one of which is placed in the Compliance Binder and another one in students' Cumulative Folders. All of these documents are stored securely in the school.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

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

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

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

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

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

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

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

Transitional Bilingual Education	Dual Language	Freestanding ESL
7 (K-3)	5 (K-3)	94 (K-3)

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

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

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

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

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

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

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

In the event that a Transitional Bilingual Education program is opened, students will receive 60% of their instruction in their native

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

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

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

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

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
ELL students are assessed throughout the year to determine their English language proficiency in the four modalities. The ELL Periodic Assessment is administered twice a year to determine students' language levels in reading, writing and listening. ELLs are also assessed in reading using Fountas and Pinnell at least three times in the school year.

6. How do you differentiate instruction for ELL subgroups?

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

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

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

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

motivation as well as support from their peers.

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

c. At the present time, we do not have ELLs who have been receiving services for 4 to 6 years. However, if we were to have such students we would organize curricula around themes to facilitate students' content knowledge and academic vocabulary. We would also scaffold the content knowledge to make it more accessible to students. In addition, we will incorporate students' backgrounds, cultures, native languages and experiences into our lessons. We would constantly build students' confidence in being able to learn a new language (English) in order to keep them motivated and engaged so that they can be academically successful.

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

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

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

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

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

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

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

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

Courses Taught in Languages Other than English 

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

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

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

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

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

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

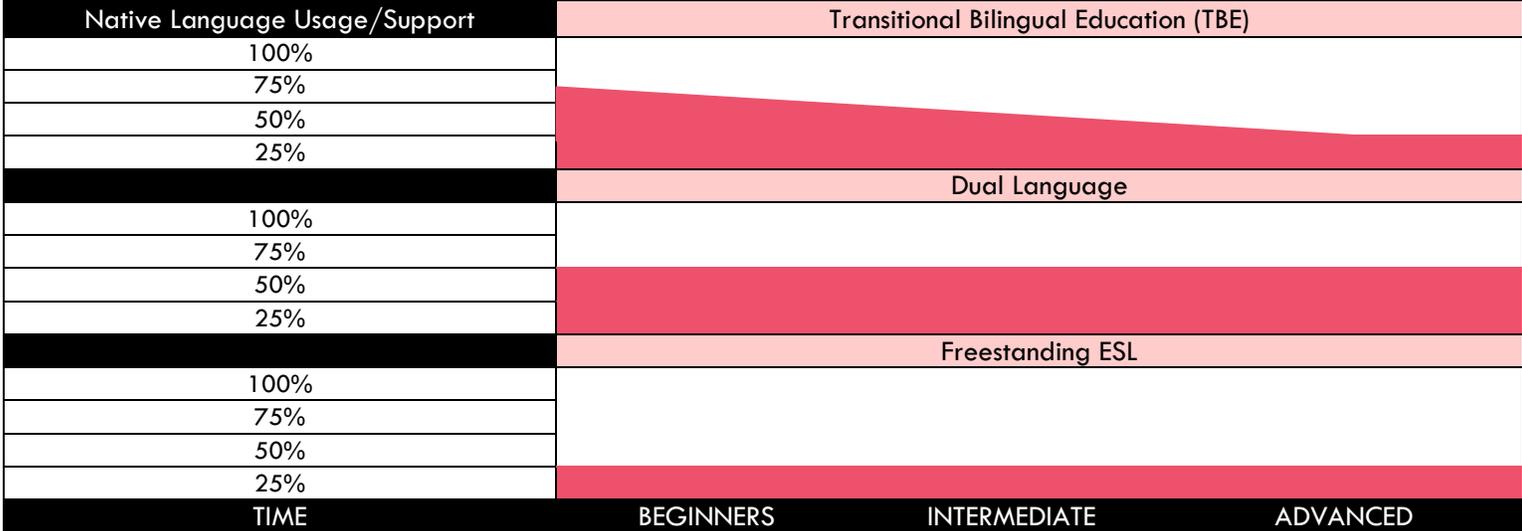
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

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

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

C. Professional Development and Support for School Staff

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

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

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

2. Classroom and ESL teachers at the school attend professional development workshops given by the Office of English Language Learners. One set of workshops in particular is the Reading and Writing Nonfiction for ELLs Institute. It is a series of workshops that focuses on making nonfiction reading and writing more accessible to ELLs in order to be more aligned with the Common Core Standards. Our teachers of ELLs have also attended Quality Teaching for English Learners - Building the Base I, which was a five-day workshop pertaining to ELL strategies for addressing each of the four modalities of the English language.

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

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

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

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

D. Parental Involvement

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

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: P.S. 971

School DBN: 20K971

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 5 Network: 511

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

Part A: Needs Assessment Findings

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

The data and methodologies used to assess translations consist of:

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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



Department of English Language Learners and Student Support

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 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.

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>142</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 6

of certified ESL/Bilingual teachers: 6

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:

RATIONALE:According to the Spring 2014 NYSESLAT scores, we noticed that more students need specific instruction in developing literacy and language skills. This program will better prepare them to master the skills needed to be more proficient in the English language. Implications for instruction are the following:

SPEAKING:

- Doing phonics work
- Developing verb tense awareness
- Providing opportunities for students to role-play
- Incorporating cultural norms into lessons
- Using authentic literature that includes social language
- Practicing accountable talk
- Creating social interaction scenarios

LISTENING:

- Practicing comprehending multipart stories
- Matching picture cues to text
- Providing support structures (graphic organizers)
- Highlighting text features
- Formulating multiple choice format-based questions related to a story or a picture
- Building stamina with short read-alouds and moving on to longer texts
- Having students record questions before/while/after listening to read-alouds

READING:

- Having students listen, write, and say beginning, middle and ending sounds
- Providing a variety of multisensory opportunities for letters/sounds recognition
- Having students read and repeat words aloud
- Teaching prepositions of place and time
- Doing Total Physical Response (TPR) with prepositions of place
- Using images with words and providing multiple visual resources
- Developing sight word vocabulary

WRITING:

- Practicing correct sentence structures and writing techniques
- Exposing students to finish product/exemplars as models
- Incorporating activities with prediction

Part B: Direct Instruction Supplemental Program Information

- Providing opportunities for oral story telling
- Modeling excluding extraneous information
- Modeling determining importance
- Providing opportunities for practice

SUBGROUPS AND GRADE LEVELS:

GRADE LEVEL	Beginners	Intermediate	Advanced
K	10	7	3
1	5	7	22
2	9	6	17
3	2	6	22
4	10	10	10

SCHEDULE AND DURATION:

The after school program is scheduled every Friday from 2:30 PM-4:00 PM. The duration of the program is from October 3rd, 2014 to May 15th, 2015. There will also be a Saturday program in April and May (April 18th, April 25th, May 2nd and May 9th). The Saturday program will run from 9:00 AM to 1:00 PM.

LANGUAGE OF INSTRUCTION:

English with native language support

AND TYPES OF CERTIFIED TEACHERS:

6 teachers: 3 ESL certified teachers and 3 bilingual certified teachers

TYPES OF MATERIALS:

A variety of oral language activities through games, art materials, big books which contain plays and poems to act out, listening center, books on tape, construction paper, writing paper, pencils, crayons, markers, Students' books to develop language and literacy skills

Part C: Professional Development

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

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

Begin description here:

We understand that it is imperative for the 6 teachers mentioned to receive high quality training on how to implement the mentioned strategies to improve our ELLs' English language acquisition. Such quality trainings will be given to the 6 teachers once a month until February. The six teachers mentioned will receive training rate for their participation in "Scaffolding literacy instruction for ELLs," although other teachers are welcome to attend the PD sessions.

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

Begin description here:

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

Part E: Budget

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

Allocation Amount: \$0

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

Part E: Budget

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

Allocation Amount: \$0

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