

**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**  
**UPDATED 2014-2015**

**School Name:** PETER VAN ALST/PS171Q  
**DBN (i.e. 01M001):** 30Q171  
**Principal:** ANNE BUSSEL  
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**Superintendent:** DR. PHILIP COMPOSTO  
**Network Leader:** NANCY DIMAGGIO

## School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the NYC DOE Web site.

### Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature\*\*.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.
5. Names of SLT members must be added to this form for posting. The signed original document must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Anne Bussel	*Principal or Designee	
Carmela Caro	*UFT Chapter Leader or Designee	
Olga Silva	*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	
Laura Kavourias	Member/ Assistant Principal	
Francine Ferrari	Member/ Teacher	
Cathleen Hartill	Member/ Teacher	
Jo Ellen Miner	Member/ Paraprofessional	
Janina Fernandez	Member/ Parent	
Colleen McGrath, Carolann Ubertini, Justina Ubertini, Catherine O'Connel	Member/ Parents	

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

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

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

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

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

## **School Receiving Title I Funds**

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

## CEP Checklist

### **All Schools**

Indicate using an "X" in the box to the left of each section that the section has been completed	
<b>X</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
<b>X</b>	<ul style="list-style-type: none"><li>▪ Annual Goal</li><li>▪ Comprehensive Needs Assessment</li><li>▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal</li><li>▪ Budget &amp; Resource Alignment section (indicating all funding sources)</li></ul>
<b>X</b>	<b>Academic Intervention Services (AIS)</b>
<b>X</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>X</b>	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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

### **Annual Goal #1**

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

By June 2015, 80% of grades K and 1 students will increase their level of reading comprehension as evidenced by making at least a three-level gain (Pre-emergent – I) as measured by the TCRWP (Teachers College Reading and Writing Program) benchmarks for reading levels

### **Comprehensive Needs Assessment**

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

This will continue to support the CCLS and the changes on the NYS assessments requiring the students to meet the challenge of a rigorous curriculum in order to achieve a higher level of performance in literacy

### **Instructional Strategies/Activities**

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

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

1. Implement literacy units to include a pre and post assessment that is measured by grade specific rubrics, aligned to the CCLS.
2. Literacy Team and grade level professional development to identify the individual needs of students and incorporate differentiation strategies into the daily CCLS aligned literacy lessons.
3. Create a pacing calendar to include: ReadyGen, differentiation strategies, questioning, and alignment to the CCLS.

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

1. Literacy Coach, Assistant Principal, ReadyGen curriculum/materials/resources, ReadyGen outside staff development
2. Literacy Coach, Teacher Center Specialist, Assistant Principal, Literacy Team, RTI Team, SETTS, ESL Coordinator, Grade Level Pedagogues, Enrichment Pedagogues, Field Trips, ReadyGen staff development
3. Literacy Coach, Teacher Center Specialist, Assistant Principal, Literacy Team, RTI Team, SETTS, ESL Coordinator, Enrichment Teachers, Grade Level Pedagogues

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

1. Daily Walk-throughs conducted by Administration using the Teacher Effectiveness Rubric (Domains 1 & 3)
2. Daily Walk-throughs conducted by Administration using the Teacher Effectiveness Rubric (Domains 1 & 3)
3. CCLS aligned curriculum pacing calendars/ Instructional Materials Review Rubric will be used to determine if pacing calendars created are aligned to CCLS

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

1. Literacy assessments will be created and administered monthly, 2 hours per month, September 2014- May 2015
2. Grade level professional development will be weekly, 1.5 hours per week, September 2014– May 2015
3. Pacing calendars will be created monthly to include the literacy program, 2 hours per month, September 2014 – May 2015

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

1. ReadyGen Performance Assessment (1 per module/Performance Assessment and End of Unit Assessment (similar to NYS ELA assessment format) ), Understanding by Design (1 per unit, Performance Task), Scholastic Trade Books (used with UBD)
2. ReadyGen(1 per module, 1 per month), Understanding by Design (1 per unit), Scholastic Trade Books
3. ReadyGen (1 per month/1 per module/1 per unit), Understanding by Design (1 per unit), Scholastic Trade Books

### **Strategies to Increase Parental Involvement**

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

- In order to increase understanding of our literacy program, ReadyGen, monthly calendars (English and Spanish) as well as Monthly Curriculum Guides are sent home to ensure all families are aware of upcoming workshops, meetings and events, as well as Progress Reports prior to Parent Teacher Conferences.
- Our school also hosts the following events to encourage parents and children to spend quality family time together: Family Arts Night, , School Open House, Winter and Spring Concerts, and End of Unit Celebrations, in addition to weekly Citywide Expectation Initiatives of Parent Engagement Opportunities.
- Ongoing interpretation services are provided (Spanish, Bengali and Urdu), as well as learning leader opportunities for parents and guardians.

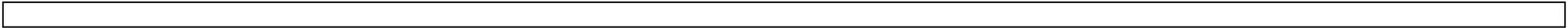
These events provide opportunities for children's work and talent to be showcased.

### **Budget and Resource Alignment**

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

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



## Goal and Action Plan #2

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

### **Annual Goal #2**

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

By June 2015, 5% of the students in the lowest third will show an increase in the mean scale score, as measured by the NYS ELA assessment

### **Comprehensive Needs Assessment**

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

There is a need to focus on literacy development for all students, especially for our special education population and our ELLs, in order to meet our AYP in Reading for at risk children. This will allow for an increase in the number of at risk students who pass the ELA NYS assessment as well as those who improve from the previous year.

### **Instructional Strategies/Activities**

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

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

1. Implementation of the differentiation strategies provided by the ReadyGen literacy curriculum
2. Implementation of Guided Reading small groups, focusing on reading comprehension using Depth of Knowledge questioning strategies
3. Implementation and use of Promethean board and online resources
4. Implementation of RTI (Response to Intervention)

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

1. Classroom teacher, IEP (push in) specialist, City Year, AIS personnel,
2. Classroom teacher, Pedagogues, IEP Specialist, City Year, AIS personnel
3. Pebble Go, Starfall
4. Enrichment Teachers, SETTS personnel, SBST, Guided Reading, Starfall

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

1. Daily Walk-throughs conducted by Administration using the Teacher Effectiveness Rubric (Domains 1 & 3), Curriculum audit conducted by Administration using Teacher Effectiveness Rubric (Domain 3) and MSAP
2. Daily Walk-throughs conducted by Administration using the Teacher Effectiveness Rubric (Domains 1 & 3), Curriculum audit conducted Administration using Teacher Effectiveness Rubric (Domain 3)
3. Daily Walk-throughs conducted by Administration using the Teacher Effectiveness Rubric (Domains 1 & 3), Curriculum audit conducted Administration using Teacher Effectiveness Rubric (Domain 3)
4. Daily walk-throughs, movement in reading levels

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

1. Differentiation strategies will be used daily, 10 periods per week, September 2014- June 2015
2. Guided Reading groups will be 2 x's a week, September 2014 – June 2015
3. Promethean Boards will be used daily, 6 periods a day, 5 days a week; online resources will be incorporated monthly, 2 periods a month; September 2014 – June 2015
4. Groups will be serviced September 2014-June 2015, minimum of 1 time per week

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

1. ReadyGen Performance Assessment (1 per module/Performance Assessment and End of Unit Assessment (similar to NYS ELA assessment format) ), Running Records (NYC Performance Assessment, 4x's yearly)
2. ReadyGen(1 per module, 1 per month), Running Records (NYC Performance Assessment, 4x's yearly)
3. Programs available for use daily, specific to the need of each grade and each classroom
4. Running Record Assessments every 4 weeks

### **Strategies to Increase Parental Involvement**

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

- In order to increase understanding of our new literacy program, ReadyGen, monthly calendars (English and Spanish) are sent home to ensure all families are aware of upcoming workshops, meetings and events, as well as Progress Reports prior to Parent Teacher Conferences.
- Our school also hosts the following events to encourage parents and children to spend quality family time together: Family Arts Night, School Open House, Winter and Spring Concerts, and End of Unit Celebrations.

Ongoing interpretation services are provided (Spanish, Bengali and Urdu), as well as learning leader opportunities for parents and guardians.

***Budget and Resource Alignment***

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

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

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

## Goal and Action Plan #4

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

### **Annual Goal #4**

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

### **Comprehensive Needs Assessment**

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

### **Instructional Strategies/Activities**

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

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

1.

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

1.

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

1.

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

1.

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

1.

### **Strategies to Increase Parental Involvement**

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

### **Budget and Resource Alignment**

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

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

## Goal and Action Plan #5

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

### **Annual Goal #5**

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

### **Comprehensive Needs Assessment**

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

### **Instructional Strategies/Activities**

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

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

1.

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

1.

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

1.

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

1.

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

1.

### **Strategies to Increase Parental Involvement**

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

### **Budget and Resource Alignment**

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

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

### **Academic Intervention Services (AIS)**

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

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	ReadyGen, RTI Guided Reading Strategies/Comprehension Shared Reading Read Aloud	Small Group Teacher Conferencing Services delivered by classroom teacher; content specialist; RTI push-ins; City Year Members	During school day After school Before School
<b>Mathematics</b>	Envisions, Practice/Reinforcement Interactive Problems	Small Group Teacher Conferencing Services delivered by classroom teacher; content specialist; RTI push-ins; City Year Members	During school day Saturday Before School
<b>Science</b>	FOSS	Small group Delivered by content specialist	During school day
<b>Social Studies</b>	UBD- Understanding by Design	Small group Delivered by classroom teacher	During school day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Guidance Social Worker Psychologist	Small group Individual	During school day

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

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

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

**Title I Status**

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

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
For the past several years, we have not been in a position to recruit due to budgetary restraints. However, when in need, the administration interviews candidates and requires each candidate to perform a demonstration lesson. Credentials are then forwarded to our network's HR Director for verification. PS171 participates in Central Hiring Fairs and interviewing applicants from the Open Market and Absent Teacher Reserve. Strategies and activities that are used to attract high-quality highly qualified teachers to our school include: <ol style="list-style-type: none"> <li>1. Frequent communication with our Network HR Director when vacancies occur</li> <li>2. Central Office of Talent and Recruitment Partners with colleges and the Network HR Director partners with Central for assistance and guidance and for candidate referrals</li> <li>3. Participating in Central Hiring Fair events where pre-screened HQT candidates are interviewed and recruited.</li> <li>4. Interviewing HQT candidates from the Open Market Hiring System and the ATR Pool</li> <li>5. Establishing a rigorous interview protocol that includes intensive criteria for the selection of new staff members including demonstration lessons, interviews, and New York State certification/licensing</li> <li>6. Maintaining a teacher resource center and professional library to promote promising and effective practices</li> </ol> Teachers provided with curriculum maps, instructional resources and professional learning opportunities

**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).
<ol style="list-style-type: none"> <li>1. Each grade has a minimum of 1 common meeting prep, weekly</li> <li>2. Monthly grade conferences are conducted (after school, preps, lunch and share)</li> <li>3. Monthly professional development is available for each grade (after school, preps, lunch and share)</li> <li>4. Weekly open access and professional development is available by the Teacher Center Specialist</li> <li>5. Teacher Center available to provide staff with resources (before school, during school, after school)</li> <li>6. PS171 houses a professional library for teacher use</li> <li>7. Mentors assigned to new teachers</li> <li>8. Teachers provided with all required instructional materials</li> <li>9. Grade level meetings</li> </ol> Weekly Professional Development provided by Administration, Teacher Center Specialist, Literacy Coach, Literacy Teams, Math Teams; including Danielson; UDL; scaffolding; differentiation; thinking maps; scaffolding; ReadyGen; Envisions; CCLS; DOK; RTI; PRIM; use of manipulatives; technology; Promethean Board, STARS; running records; guided reading; comprehension strategies; questioning; Assessment Pro; Schoolnet; conferencing notes; Foundations; Wilson; Understanding by Design; functionality of Inquiry Teams -

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
<p><b>Funds that PS 171 receives through Title I, Title III and Tax Levy are pooled to provide the following resources, materials and services to better help us address the needs of our children and parents.</b></p> <p><b>*we provide our children with a 'start-up' package in September that includes folders, notebooks, a pencil case, pencil and all necessary curriculum materials</b></p> <p><b>*we provide daily push-in services for at-risk children</b></p> <p><b>*we provide monthly professional development for teams in Grades K-5 addressing the implementation of ReadyGen</b></p> <p><b>*we provide after school supplemental programs in ESL and Guided Reading</b></p> <p><b>*we provide at least one parent workshop per month</b></p> <p><b>*we provide at least one parent/child event per month</b></p> <p><b>*we provide translation services in Spanish, Urdu and Bengali at the school level</b></p>

- \*we are participating in the Extended Parent-Teacher Conversations
- \*we are able to provide ALL necessary and almost all supplemental materials for instruction
- \*we provide a monthly calendar in English and Spanish
- \* we provide a monthly curriculum calendar with necessary information regarding the material their children are learning in school in all the content areas
- \*we provide a yearly celebration for those children who read over the summer vacation
- \*we provide a celebration of the 100<sup>th</sup> day of school including Math Bees and activities

**SWP Schools Only**

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

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

**Our present Pre-K parents are invited to a meeting in late spring that is conducted by a Kindergarten teacher at which they are informed of things to expect in the coming year. The Pre-K teachers take their children on a walk-through of the Kindergarten rooms before they move on. This year, plans are in the work for the teachers of Pre-K and Kindergarten to hold a joint meeting. On the agenda will be the new standards in Kindergarten and how the Pre-K teachers can better prepare their children. Children's records from Pre-K are passed on to the Kindergarten teachers in early June.**

**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.

- In order to ensure that we continue to build capacity, the decision making process was a school-wide collaboration. Pedagogues continue to meet at least once a week, to discuss appropriate use of assessments to measure student development and growth. The findings will in turn lead to differentiated professional development opportunities that will enable staff to improve their instruction.

A MOSL team was selected to represent all constituents and to select appropriate multiple assessment measures that meet the needs of our entire school community. The MOSL team reviewed various available assessments and collaboratively agreed and selected the assessments they felt would benefit the needs of the school. The MOSL team felt that the pre and post assessments would be the best form to analyze the needs of each student and would allow the opportunity to develop lessons based on each of the student's needs.

**TA Schools Only**

**Use of Program Resources**

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

**TA Coordination with the Regular Program**

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

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

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

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

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

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

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

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

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

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

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

**PETER VAN ALST/PS171Q**  
**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

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

## **I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

**II. Parent/Guardian Responsibilities:**

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

**III. Student Responsibilities:**

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

**DBN: 30Q171**

**4c. “Conceptual” Consolidation of Funds in SWP Schools**

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool.	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 #
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		(Refer to Galaxy for FY '15 school allocation amounts.)	references where a related program activity has been described in this plan.	
			<b>Column A</b> Verify with an (X)	<b>Column B</b> Page # Reference(s)
Title I Part A (Basic)	Federal	\$297,990.00	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$110,205.00	X	See action plan
Title III, Part A	Federal	\$11,548.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$2,621,123.00	X	See action plan

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

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

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

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

- 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.

<sup>2</sup>The **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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

## Part I: School ELL Profile

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

District <b>00</b>	Borough <b>Queens</b>	School Number <b>171</b>
School Name <b>Peter G. VanAlst</b>		

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

Principal <b>Anne Bussel</b>	Assistant Principal <b>Laura Kavourias/Vincent Lubran</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Anna Kruler</b>	Guidance Counselor <b>Robin Roth</b>
Teacher/Subject Area <b>type</b>	Parent <b>Olga Silva</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Dezorrie Reyes</b>
Related Service Provider <b>Teresa Barrett</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>3</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>2</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>582</b>	Total number of ELLs	<b>95</b>	ELLs as share of total student population (%)	<b>16.32%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	95	Newcomers (ELLs receiving service 0-3 years)	78	ELL Students with Disabilities	14
SIFE	0	ELLs receiving service 4-6 years	3	Long-Term (completed 6+ years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	91	1	11	3	0	2	1	0	1	95

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	<b>91</b>	<b>1</b>	<b>11</b>	<b>3</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>95</b>
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Bengali														0
Spanish														0
Urdu														0
<b>TOTAL</b>	<b>0</b>													

\*EP=English proficient student

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

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

**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	16	17	14	8	9	7								71
Chinese														0
Russian														0
Bengali	4	1	1	1	1	1								9
Urdu	1	2	1	0	6	0								10
Arabic	3	1	1	0	0	0								5
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>24</b>	<b>21</b>	<b>17</b>	<b>9</b>	<b>16</b>	<b>8</b>	<b>0</b>	<b>95</b>						

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	8	8	8	1	2	3	0	0	0	0	0	0	0	30
Intermediate(I)	2	7	8	3	10	2	0	0	0	0	0	0	0	32
Advanced (A)	11	12	7	4	4	3	0	0	0	0	0	0	0	41
Total	<b>21</b>	<b>27</b>	<b>23</b>	<b>8</b>	<b>16</b>	<b>8</b>	<b>0</b>	<b>103</b>						

**NYSESLAT Modality Analysis**

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

**NYSESLAT Modality Analysis**

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

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	38	33	12	1	84
4	29	30	12	1	72
5	35	30	23	45	133
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	24	13	29	3	14	0	3	0	86
4	23	1	27	6	11	1	5	0	74
5	34	17	26	1	14	1	2	0	95
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	4	3	51	5	21	0	84
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.  
 PS171Q uses the TCRWP to assess all of our children. Each child was tested within the first four weeks of school and the data entered into the assessment site. The data shows that one hundred percent of the ninety-five ELLs enrolled in our school fall below the recommended grade level in reading. We have therefore initiated Guided Reading to be done two mornings a week during our

extended day period for those in Grades 3, 4 and 5. In Grades 1 and 2 we have begun an after school Guided Reading program for two days per week for one hour per day. We have also begun an after school ESL Supplemental Program for children in Grades K, 1, 2, 3, 4 and 5 that meets two afternoons a week for one hour each. In addition, we are fortunate to have City Year members in our building who offer homework help for our ELLs for two afternoons per week for forty-five minutes each. Each small group in all of these programs does not exceed five students. In this way we are able to offer support with a low ration.

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

The data patterns across proficiency levels suggest that approximately ten percent of our ELLs have tested out each year for the past two years. This being noted, data also shows that the majority of our ELLs that do not achieve proficient fail to do so in the writing segment. As one can see from the numbers presented only about six percent of our children remain an ELL for more than three years. Our influx of ELLs is growing. This year, for the first time we have an entire kindergarten class comprised of ELLs. The majority of the children who are assessed with the Lab-R are of kindergarten age. As in the past our largest percentage of ELLs are Spanish speaking at 58%. 29% scored at the Beginner level; 8% at the Intermediate level; 41% at the Advanced level; and 20% at the Proficient level. This is the first year that we have noticed a marked increase in those performing above Beginner and believe that this is a sign of more parent involvement and more children attending Pre-K.

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](#))

We have one City Year member in each of our ESL rooms in Grades 4 and 5 and two members in the 3<sup>rd</sup> grade class. They assist in providing small group instruction for the majority of the school day, usually five out of six periods daily. In addition, our ESL coordinator, Eleni Matheos, pushes in on a daily basis to grades K, 2, 3 and 4. The remaining grades have teachers who hold a certificate in ESL, Lisa Lewis in Grade 5 and Helen Papadatos in Grade 1. The Grade 1 ESL room also has an additional teacher push in for two periods per week as an AIS. Our ELLs are also invited to attend ALL of our supplemental programs providing them with opportunities to learn and use the English language both inside and outside the academic arena.

4. For each program, answer the following:

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

The general pattern concerning proficiency levels across the grades indicates that the number of children at the Beginner level drops after a year of instruction in kindergarten. However, for the remaining years the number remains rather stagnant. On the other hand, the number of children at the Intermediate level tends to increase as one goes up the grade levels. There does not appear to be a pattern when reviewing those at the Advanced level. When we look at classroom assessments, in Grades K, 1 and 2, we find that our ELLs are performing very close to the level that our mono-lingual children reach in the area of Mathematics. In the area of literacy, with the commencement of a new program, we have found that the task is a direct conclusion to what is taught and therefore have found, once again, very little difference between the two groups. The scores on standardized assessments, for Grades 3, 4 and 5, once again, show no major discrepancy between the performance of our ELLs and mono-lingual children. Our testing coordinator has informed me that the ELL Periodic Assessment is not mandated and therefore our school is not administering it. The children's native language is not incorporated into the daily academic instruction by the teacher. When needed, a peer will be asked to translate in the classroom.

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](#).)

During the school day we have City Year members in each upper ESL room. We also have a limited number of AIS periods built into the schedule. Our IEP pedagogue also pushes in to the fourth and fifth grade ESL rooms one period per week. Supplemental programs in literacy and the arts are provided after school and on Saturdays. Tier 1 services will be delivered by classroom teachers and content specialists (music science, technology, physical education, art, library). Tier 2 services will be delivered by classroom teachers, content specialists, AIS push-ins and City Year members (CY works in Grades 3-5 only.) Tier 3 services will be delivered by content specialists and City Year members. Assessments include running records, ReadyGen writing rubrics, content area rubrics and teacher observations.

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

All of our instruction is provided in English. We provide a homework sheet for each student in English and translations are done in Spanish, Bengali and Urdu. The ESL coordinator, Eleni Matheos, works closely with the classroom teachers of all ELLs to be sure that they are provided with the levels of each child, as well as each child's home language. These numbers are also provided to the school aides so they can package school notices appropriately. We also provide online links for the parents so they can access math and literacy activities.

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?

PS171Q does not offer any dual language programs at this time.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
Our ELLs have met they AYP in Literacy, Math ans Science for the school year 2012-2013. In assessing the impact of our programs we look at classroom assessments, classroom observations, writing pieces, running records and, in the end, standardized assessment, i.e., NYS ELA, Math, Science and the NYSESLAT. The data from the 2012-2013 Progress Report for PS 171 indicates that 38.2% of our ELLs reached the 75<sup>th</sup> growth percentile or higher in English and 25.6% of our ELLs reached the same growth percentile in Mathematics.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
All parents of children initially entering PS171Q are provided with a Home Language Survey. We provide them in written form in English and Spanish . These forms are completed by the parent/guardian with the ESL coordinator on hand. Once we know what the native language is we call upon members of our staff who can communicate orally with the parent to explain the form and what it is asking and to answer any questions or concerns they may have. The ESL coordinator, Eleni Matheos, conducts an oral interview based on the NYS LEP Identification Process. The LAB-R is administered by the ESL coordinator to every child who is indicated by the Home Language Survey. Children are assessed within ten days of being registered in our school. For those children who require the Spanish LAB we have a pedagogues on hand in conjunction with the ESL coordinator. We are able to provide staff who speak Spanish, Bengali and Urdu.
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.  
During the month of September, at the beginning of each school year, a parent meeting is scheduled with the ESL coordinator, Eleni Matheos. Notices are sent home in our four main languages so the parents can better understand. In addition to the coordinator, the assistant principal who supervises ESL, Ann DiLeo, and staff that are bi-lingual, Julie Garcia, Dezoire Reyes and Sanjit Majumdar, are present at this meeting. The video, provided by the city, is shown in whatever language that will address the needs of the parents. The parents then complete the form with the help of the translators. PS171 does not offer the Transitional Bilingual Program, where students begin instruction in their native language and move to English, or the Dual Language Program, where student sreceive instruction in their native language 50% of the day and in English 50% of the day. PS171 offers the Freestanding ESL Program where instruction is in English.
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 [\[see tool kit\]](#).)  
Entitlement letters are given to each child to backpack home. We wait two days for their return and then send a second notice. If the second notice is not returned we begin calling home to remind parents/guardians. If the second notice is not returned the default program automatically goes into effect. The ESL coordinator, Eleni Matheos, keeps copioes of all letters sent home and dates them. They are housed in a binder in the ESL room. Responses are also stored in a binder separated by grade level, also in the ESL room. Ms. Matheos has time built into her schedule for her to process all paperwork, i.e., Parent Survey, Program Selection Forms and copies of entitlement letters. We use the RELC and the RLER to be sure we have all eligible students receiving services.
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.  
Once a child is identified as an ELL a letter goes home informing the parent of the child's status (entitlement letter). This letter is sent

home in our four major languages. Should a parent/guardian have any questions or concerns the ESL coordinator will meet with them and have a translator on hand. Since PS171Q offers only one program, the Freestanding ESL Program, it is explained to them and if they are looking for a different program the ESL coordinator, along with the guidance counselor will attempt to locate said program for them. All communications are placed in a binder and held by the ESL coordinator, Eleni Matheos. When a new child is registered the secretary, Arlene Pettenato, will place the registration notice in the mailbox of Ms. Matheos. After the child is assessed, Ms. Matheos returns to Ms. Pettenato with the results and the information is put into ATS.

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.

In Grades 1 and 5, where there are certified ESL pedagogues, Helen Papadatos in Grade 1 and Lisa Lewis in Grade 5, the classroom teachers administer the NYSESLAT as a group, except for the Speaking portion. In the remaining grades the ESL coordinator, Eleni Matheos, pulls the children on each grade level and administers the assessment. The Speaking portion of the assessment is administered on an individual basis by the ESL coordinator. We rely on the RLER to be sure that all those eligible for testing are tested.

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. 
- For the past three years the trend that we see is that we have had one hundred percent of our parents accept the program we offer, the Freestanding ESL Program, as they do not wish for their children to attend a different school. Therefore, the program we offer is 100% aligned with the requests of our parents.

## 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])?
 

Instruction for our ELLs consists of the push-in model for Grades K, 2,3 and 4 delivered by the ESL coordinator. In Grades 1 and 5 it is whole class delivered by the certified classroom teacher.
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)?
 

At a minimum, ALL of our ELLs receive the mandated time of instruction. Often our advanced children are receiving extra as they are a part of the whole group instruction that takes place in the classroom in Grades 1 and 5. The ESL coordinator's program is set to meet all mandated requirements in Grades K, 2, 3 and 4, servicing Advanced children for 180 minutes per week, Intermediate children for 360 minutes per week and Beginner children for 360 minutes per week.
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.
 

Every Friday is our content day for integrated Social Studies. The ESL coordinator pushes-in for one period on that day into the grades she services. It is during this content day that the ESL coordinator, Eleni Matheos, provides support in the content area. The remaining two grades being serviced by certified pedagogues. All children in Grades K, 1, 2 and 5 participate in Science one period per week; this being provided by our science cluster. Children in grades 3 and 4 participate twice weekly. In all of our ESL classrooms you will find many labels and all vocabulary and word walls enhanced with visuals. Instruction is provided in English as we offer a Freestanding ESL Program.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 

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

Evaluation of ELLs in reading, writing, speaking and listening is done by the classroom teachers in Grades 1 and 5. For those ELLs in Grades K, 2, 3, and 4 the evaluation is done by both the classroom teacher and the ESL coordinator. These include the administration of Running Records when applicable, the end of unit ReadyGen assessment, the end of module ReadyGen task and the end of unit Pearson Math assessment.
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).

PS171Q has no ELLs that fall into category A or D.

Newcomers and ELLs receiving services receive, at least, the minimum of mandated minutes of instruction. Most being on the Beginner level receive 360 minutes per week. In addition, they are invited to an after school literacy program that meets twice weekly for one hour sessions. Former ELLs continue to receive ESL services for one year after they receive a proficient. To achieve this the former ELLs maintain their seat in the next ESL classroom. Assessments are administered in English to all. ALL are also invited to participate in an ARTS after school and Saturday program to enhance their education.
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?
 

In all of our ESL rooms:

  - a) visuals abound; in print and via the Promethean board
  - b) labels are in Grades K-5
  - c) ReadyGen is our literacy curriculum; teachers have been extremely resourceful in locating math, literacy and art activities to enhance the literacy; also located online were additional readers of the books incorporated into the program
  - d) teachers provide on-line access to Pearson and ARIS so parents can access support lessons

ELLs with IEPs receive their mandated instruction in ESL by meeting with the ESL coordinator, Eleni Matheos. All materials are in English as our program is the Freestanding ESL. Additional materials used for our ELLs include Pebble Go and Continental's New York ELLs.

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?
- ELLs with IEPs are serviced by the ESL coordinator by blending with general ed ELLs on the same grade level. In addition, we offer the services of the IEP pedagogue to these children one period per week.

**Courses Taught in Languages Other than English **

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

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

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

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

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

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

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

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

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

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- PS171Q offers the following programs to which ALL ELLs are invited:
- after school literacy program meeting twice weekly for one hour per
  - after school guided reading program meeting twice weekly for one hour per
  - after school homework help program meeting twice weekly for three-quarters of an hour per
  - after school music, art and dance program meeting twice weekly for one and one-quarter hours per
  - Saturday music, art, dance and computer arts program meeting one day per week for one and one-half hours per
  - before school intervention in literacy and math take place one morning each for 37 minutes in Grades 3-5
  - during the school day intervention is provided in a small group by the classroom teacher, the content area specialist, the AIS personnel and our City Year members
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- We hold a short meeting once every six weeks between the after school instructors of the afterschool literacy program and the classroom teachers. It is here where we can ascertain if the instruction in the after school program is truly supporting the academic classroom curriculum. At our first meeting we had extremely positive feedback.
- The initial session of the guided reading program ends on 11/26 and already all of the participants have mastered an additional level in reading.
- We base the success of our art programs on attendance, which is approximately 96%; on projects completed by the children and by our end of session dance performance.
- Assessments in the area of literacy consists of the administration of running records, module tasks and unit assessments. Assessments in the area of mat include the end of unit assessments. The content areas of social studies and science have end of unit projects.
11. What new programs or improvements will be considered for the upcoming school year?
- Offering an after school guided reading program is new for us this year and since our initial session has proved so successful we are in the process of opening up two additional classes.
12. What programs/services for ELLs will be discontinued and why?
- As long as our budget can support our programs we have no plans of discontinuing anything that we now offer.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Invitations are backpacked home for all programs offered. Art invitations offer a choice. Invitations for the academic programs are sent to those children that the teacher recommends, as children cannot attend concurrent programs. Presently we offer the following.
- half year of art
  - half year of music
  - each class receives two residencies per year
  - after school arts program (art, chorus, instrumental,dance, graphic arts) on Mondays and Thursdays for 1 hour and 15 minutes per
  - after literacy instruction on Tuesdays and Wednesdays for 1 hour per
  - after school homework help on Tuesdays and Wednesdays for 45 minutes per
  - after school starfish program on Tuesdays and Wednesdays for 1 hour per
  - Saturday arts program (art, instrumental, dance, graphic arts) for 1 hour 30 minutes per
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- PS171Q uses:
- Starfall (tech)
  - Ready Gen
  - Envision
  - UBD in Social Studies
  - DOE provided libraries
  - Harcourt Language Arts

g) Scholastic Guided Reading

h) NY ELLs

i) FOSS in science

j) Pebble Go (tech)

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?  
Since the we offer only the Freestanding ESL program we deliver all instruction in English.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?  
The cognitive ability, in addition to the children's ages and grade levels impact the actual time that lessons are presented for, the number of activities presented within a given timeframe and the outcomes expected from each child. We would hope, at some point, to do this on an individual basis, but as of now we address these in small groups.
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.  
PS171Q does not offer any activities.
18. What language electives are offered to ELLs?  
N/A
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
  - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - How is language separated for instruction (time, subject, teacher, theme)?
  - What Dual Language model is used (side-by-side, self-contained, other)?
  - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

### C. Professional Development and Support for School Staff

- Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
- 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?
- What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
- 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. Professional development, at the school level, is provided on Wednesday and Thursday mornings from 8:10-8:47am for all staff members chaired by the assistant principals. In addition, grade level professional development is conducted once every, for one hour, chaired by the literacy coach and one assistant principal. Upon returning from an outside meeting, the ESL coordinator will turnkey the information to those it concerns in an organized session. Dates for PD for:

Secretaries: 11/5/2013

All Teachers: 9/3/2013; 9/4/2013; 11/5/2013; 6/5/2013

Special Ed/ESL: 10/7/2013; 10/9/2013; 10/10/2013; 10/15/2013

General Ed: 10/7/2013; 10/8/2013; 10/9/2013; 10/10/2013; 10/11/2013; 10/16/2013

2. Mainly in the area of literacy, the literacy coach is sure to address the scaffolded learning strategies presented by Pearson in workshops and also is providing demonstrations in the classrooms.

3. We address the transition from elementary to middle school by moving the children from single subject notebooks to multiple subject notebooks and binders. One of our fifth grade teachers is noted as the point person in connecting with our local middle school, IS126. Intervisitations are organized so an assembly for the children is held here and they also go there to visit. Our guidance counselor handle all the applications. The guidance counselor does the following: A) provides translation for parents of ELLs when necessary for parent meetings and workshops; B) arranges for ELLs to be 'buddied up' with same language student in their classes for extra support; C) provides materials in home language for parents, i.e., middle school applications & talented and gifted applications; D) provides testing of talented and gifted in home language if requested by parent; E) provides general support when needed by ELLs to transition socially.

4. The number of hours of professional development is noted in #1. When totaled, each staff member exceeds the mandated hours needed. Logs are maintained by individual personnel and submitted to the principal in June.

## 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?

During the first week in October our parent coordinator sends home a survey with a list of possible workshops and a space for parent/guardians to input an additional concern. She then proceeds to organize a series of workshops, attempting to meet as many of their needs as possible. At these workshops translators are available in Spanish, Urdu and Bengali. As of now the following have been scheduled or already occurred.

- a) Zone 126: meeting needs of early childhood intervention
- b) FDNY: CPR; fire safety
- c) ERDA: GED; job placement ; ESL
- d) Human Rights Commission: employment rights; housing; health insurance

Our parent coordinator, Dezoirre Reyes, handles all surveys, scheduling of workshops and family centered activities for our building.

## 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: <u>Peter G. Van Alst</u>		School DBN: <u>30Q171</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
A. Bussel	Principal		
A. DiLeo	Assistant Principal		
D. Reyes	Parent Coordinator		
E. Matheos	ESL Teacher		
O. Silva	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
R. Roth	Guidance Counselor		
	Network Leader		
V. Lubrano	Other <u>Assistant Principal</u>		
T. Barrett	Other <u>Related Service Prov</u>		
	Other _____		
	Other _____		



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

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

DBN: 30Q171      School Name: Peter G. Van Alst

Cluster: 2      Network: 2.02

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

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

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

A notice is backpacked home requesting that parents/guardians complete to inform us of the language in which they wish to receive further notifications. This is done in English, Spanish, Bengali and Urdu, the four major languages of our population. Tallys are then maintained by our parent coordinator for further use.

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.

Having translators available, in house, has proven to be an asset in our building. We are capable of translating into Spanish, Bengali and Urdu. This information was discussed at our School Leadership Team meeting in October and also at our first PTA meeting at the end of September. This information is repeated to our parents/guardians at additional PTA meetings.

### **Part B: Strategies and Activities**

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

Our written translation services are provided in the following manner:

A copy of any and all written communications are forwarded to the appropriate school personnel who then translate the documents. When completed they are returned to the secretary for publication. The appropriate number of copies, for each language, are the forwarded to the appropriate classrooms with the names of those children who are to receive a specific language.

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.

Our oral interpretation services are provided in the following manner:

When a parent/guardian is called in for a meeting, or requests a meeting, we schedule a time when a translator is available. This can be before, during or after school. For scheduled Parent/Teacher conferences, in the fall and in the spring, the school has translators available and they are notified when needed.

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

The school will fulfill Section VII of Chancellor's Regulation A-663 in the following manner:

- the above written translation procedure
- the above oral translation procedure
- the school will provide a copy of the Bill of Parent Rights and Responsibilities to each school family
- the school will post a sign, in various languages, indicating the availability of interpretation services



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

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<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: PS 171 Peter G. Van Alst	DBN: 30Q171
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

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

6   7   8   9   10   11   12

Total # of teachers in this program: 1  
# of certified ESL/Bilingual teachers: 1  
# 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:

For the 2014-2015 school year we will provide the following for our ELL population:

A. Beginning on November 5, 2014, and extending through the Spring of 2015 we will offer an after school Literacy program for ELLs in grades 3,4 and 5. We chose to focus on these grades because our NYSESLAT results illustrate low rates of reaching proficiency (as a result not transitioning to a mainstream classroom) in these grades. ELLs from grades 3, 4 and 5 will meet two afternoons per week (Wednesday and Thursday) with each session lasting one hour (2:30PM to 3:30PM). There will be a total of 46 sessions. Instruction will be in English and the instructor will hold a TESOL License. This year we chose Literacy with a focus on nonfiction as an area of instruction because our available data states that our ELLs did not meet the AYP in this area. Our program of choice for Reading is Exploring Nonfiction. This is a differentiated Content-Area Reading Program that helps students develop nonfiction reading skills and strategies. We will mainly focus on Science. Our upper grade ELLs struggle with Science comprehension because they have not yet acquired the language proficiency needed to succeed in understanding subject matter content. Data supplied by the Science Teacher shows that due to content vocabulary deficiency students cannot comprehend text. Also, in house assessments, quizzes and oral responses show that our ELLs need extra support in content areas, mainly science. Because the language of academic subjects, such as Science, requires a high degree of not only reading and writing ability but also content vocabulary ELLs experience immense difficulties in content area subjects. Our program of choice for Writing is Exploring Writing. This is a supplementary writing program that helps students become proficient writers. We will focus on nonfiction writing (Narrative Nonfiction).

B. We will support our Literacy Program, which as mentioned above will focus on nonfiction reading and writing with a main concentration on Science, with a presentation provided by EarthDome. We will invite both ELLs and their parents to enjoy the show. Our goal is to engage student interest in Science as well as familiarize the parents with content their children are learning. We will work closely with the presenters from EarthDome to fully prepare our students with the necessary content vocabulary so that they can understand and enjoy the presentation.

C. We will also invite students and their parents to the Hall of Science. This trip will be held on the weekend. Students with their parents will meet with two ESL Certified Teachers and one Supervisor at

### Part B: Direct Instruction Supplemental Program Information

the Hall of Science. This year the Hall of Science dedicated its lower level to MakerSpace. Here students will be able to experiment, design, build and invent. We are planning this trip in early Spring so that students can apply the knowledge they gained through our program. We feel this will be a great opportunity for both students and their parents. Following this trip students' will be asked to bring in the item they have designed, built or invented at the Hall of Science. Students will be responsible to prepare an oral presentation based on the item they will bring in. We will work with students so that they have the necessary vocabulary to provide an in-depth oral presentation. This will be an exit project.

D. In addition to our focus on nonfiction Literacy, mainly targeting Science, we will also prepare students for the NYSESLAT. We will begin each session with 20 minutes of test practice using New York ELLs from Continental. This program provides practice in the various question formats of the 2015 NYSESLAT and help students' transition to NYS Common Core ELA test. On Wednesdays students will explicitly practice both Speaking and Reading components of the NYSESLAT. Students will be presented with speaking practice and reading comprehension activities. On Thursday our focus will be on the Listening and Writing components of the NYSESLAT. Students will be asked to listen to various texts and produce written responses. These responses will be corrected by the ESL Teacher and feedback will be provided to the students. Based on areas of need differentiated small group instruction will be developed.

### 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:

Professional Development sessions led by the ESL Coordinator will be conducted monthly for one hour. These sessions will concentrate on the integration of proven ESL methodologies for language development into content area curriculum. During these sessions the Science Teacher and ESL Teacher will discuss what students' struggle with and what requires extra focus. Also, the ESL Coordinator and certified ESL Teacher (program teacher) will attend a total of five workshops focusing on understanding ELLs and developing their academic language. The first of five sessions was held on October 14th and focused on Second Language Acquisition and Introducing Vocabulary to ELLs. This was a half day workshop. The following four workshops will be full day. The upcoming workshop will be held on October 24 and will focus on Distinguishing Disability from Typical Processes of Second Language Acquisition. The December workshop will focus on Vocabulary Development and the February workshop will be on Universal Design for Learning. We do not have the date and information regarding the last workshop. Both the ESL teacher and ESL Coordinator, along with support from the Science teacher, will work together to prepare lessons that support academic language development. With the input from the Science teacher the ESL Teacher will also provide materials that will fully prepare students for the EarthDome presentation and Hall of Science trip.

### 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:

Written communication, in appropriate language, will be sent home describing our Title III Plan. These notifications will address content, time, location and duration. Once a parent shows interest (registers their child into the Title III after school program), an invitation for the Program will be sent home along with Parent Meeting information. During this initial meeting parents will have the opportunity to meet the instructor, hear about the program and ask any questions they may have. Translators will be available for all meetings. Also, all meetings will be led by the Program Supervisor, ESL Coordinator and ESL Teacher.

Parents will also be invited to view the presentation provided by EarthDome, which will take place in the evening. Also, parents will be invited to accompany their children to the Hall of Science, where students will utilize all the knowledge they have gained to invent, design, or built an item of choice. Parents will also be asked to join us during our exit project oral presentations. These oral presentations will be held during our last week of Title III sessions (May 27th and May 28). We believe parent presence during these presentations will be beneficial to both the students and their parents. As mentioned above, students will be responsible to prepare these presentation based on what they have built, designed, or invented during the Hall of Science trip. We believe students will receive parental help with creating these projects.

This year the PS 171 will provide ESL classes twice a week to Parents of ELLs. These sessions will be 3 hours each, held on Mondays and Wednesdays from 9AM to 12PM. They are of no charge to Title III. Zone 126 will be providing these classes.

**Part E: Budget**

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

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

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

**Part E: Budget**

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

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

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