

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):	20K971
School Name:	P.S. 971
Principal:	RUTH STANISLAUS

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: PS 971 School of Math, Science & Healthy Living School Number (DBN): 20K971
K - 5
Grades Served: _____
School Address: 6214 4th Avenue, Brooklyn NY 11220
Phone Number: 718-765-2200 Fax: 718-765-2210
School Contact Person: Ruth Stanislaus Email Address: rstanis@schools.nyc.gov
Principal: Ruth Stanislaus
UFT Chapter Leader: Hussain Abdullah
Parents' Association President: Pei Lin
SLT Chairperson: Ennie Chin
Title I Parent Representative (or Parent Advisory Council Chairperson): _____
Student Representative(s): _____

District Information

District: 20 Superintendent: Karina Costantino
Superintendent's Office Address: 415 89th Street, Brooklyn NY 11220
Superintendent's Email Address: Kcosta@schools.nyc.gov
Phone Number: 718-759-4912 Fax: _____

Borough Field Support Center (BFSC)

BFSC: Brooklyn South Director: Cheryl Watson-Harris
Director's Office Address: 415 89th Street Brooklyn NY 11220

Cwatson21@schools.nyc.gov

Director's Email Address: _____
718-759-5131

Phone Number: _____ Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Ruth Stanislaus	*Principal or Designee	
Hussain Abdullah	*UFT Chapter Leader or Designee	
Pei Lin	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Ennie Chin	Member/	
Maria Katsougrakis	Member/	
Dinia Conner	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Susan Ye	Member/	
Yama Huang	Member/	
Swati Patel	Member/	
Song Hua Peng	Member/	
	Member/	

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

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

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

PS 971 is located in the Bay Ridge area of Brooklyn on the cusp of Sunset Park. We are a newly developed school whose grades range from kindergarten to fifth totaling a population of 374 students. Our largest population being that of our Mandarin speaking students at about 52% followed by our Spanish speaking students at 40% with a combination of black and white students at 8%. Our main focus of language service is provided through our ESL push in/ pull-out support. In support of this structure, we have three ESL teachers who work with specific grades as well as collaborate with classroom/cluster teachers on a weekly basis. We also continue to focus on our Students with Disabilities that total 13% of our population. This is implemented through the work of our Reading Recovery teacher as well as an additional Academic Intervention Services teacher.

In keeping within the structure of the Framework for Great Schools, 971 has placed a vision this year on developing our planning and preparation that will enhance rigorous instruction, teacher collaboration and student achievement.

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

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

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

20K971 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04	Total Enrollment	337	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	105.9%	% Attendance Rate		95.9%
% Free Lunch	90.6%	% Reduced Lunch		1.4%
% Limited English Proficient	51.0%	% Students with Disabilities		14.2%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		1.7%
% Hispanic or Latino	38.5%	% Asian or Native Hawaiian/Pacific Islander		54.9%
% White	4.5%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	4.34	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		2.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		2.85
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

Part 1 – Needs Assessment

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

In the past, our QR has indicated that our school needed to improve on the engagement of variety of learners, including English Language Learners and Students with Special Needs in lessons and scaffold instruction to enable the school to close the achievement gap through rigorous instruction.

Additionally, the ELA state exams continue to show gaps within our school performance comparable to the city. In the area of ELA, we had 9.6% of students performing at levels 3 & 4. In order to ensure that the curriculum is customized, inclusive, motivating, and aligned to the Common Core we have indicated several systems that are currently in place at our school to support these areas of need that will be reflected in our action plan and goals for the 2015-2016 school year.

STRENGTHS:

- Students will continue to be assessed in reading through Fountas and Pinnell (F&P) as the main form of assessment, MOSL and ELA periodic assessments.
- ATLAS online system will continue to be utilized school-wide to systemically create coherence within the school. Teachers are continually uploading their lesson plans and revising the curriculum that is driven by data.
- School-wide data system is placed through the use of Google DRIVE online system
- Differentiated word study curriculum: Foundations for K-2 students and Instructional vocabulary study for 3-4 students
- Students are accountable for their own learning by using student friendly rubrics, student checklists and accountable talk
- Students and teachers are engaged in pre and post assessments, as well as, ongoing assessments for each unit, which inform students of what they know
- A Reading Recovery program and Academic Intervention Services (AIS) are in place to support our students who are currently reading expediently behind grade level
- Arts Intervention to promote reading and writing within the study of art
- Stand-Alone and Integrated English as a Second Language Instruction-Teachers are planning collaboratively and using several collaborative team teaching models when working with ENL specialists, AIS teachers and Coaches.
- Reading Music as well as the study of classical composers and cultural connections.
- Literacy Centers/Strategy Groups
- Integration of The New York Historical Society, which is a school wide and grade wide Social Studies Enrichment program. Through this program, museum educators work with every class and every teacher each month over the course of the school year, delivering a hands-on Social Studies program that aligns with the Social Studies Scope and Sequence and the Common Core Learning Standards for each grade.

PRIORITY NEEDS

- Professional Development plan that includes effective small group instruction such as guided reading and strategy skills groups in the areas of reading and writing
- Professional Development in the area of strategically planning curriculum that will define rigorous instruction in alignment with the Framework for Great Schools.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, M measurable, Achievable, Relevant, and Time-bound.

The 2015-2016 academic goal for rigorous curriculum and instruction will be tailored to engage a variety of learners, including our ENL students and our SWD students. By the end of academic school year 2015-2016, we will increase student proficiency in **ELA** within our SWD and ENL population by at least 10% (20 out of 189 students) as measured by our 2015-2016 LOCAL MOSL, Fountas & Pinnell and NYS ELA assessments.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>MONDO Curriculum- Continue to implement a newly acquired curriculum that is aligned to the CCLS and the Framework for Great Schools (FGS) with a strong focus rigorous instruction and raising the level of vocabulary and differentiation to support our ENL and SWD population.</p> <p>GOOGLE DRIVE data collection system that include baseline, benchmark and checking in for teachers. Data progress will be reviewed three times throughout the year.</p>	<p>Teachers Students Parents</p>	<p>September 2015-June 2016</p>	<p>- Administrators - Support Staff - Teachers/ Paraprofessionals - Coaches</p>

			<ul style="list-style-type: none"> - Professional Development team - RSPs - Intervention Specialist Mondo Presenters
<p>Analyze the 2014-2015 New York State English Learning Arts Exam and select noticeable trends within our students performance</p> <p>Prioritize standards that reflect significant gaps between the schools performance and the city's overall performance and create "Priority Standards" based on this data that will raise the level of rigorous instruction.</p> <p>Implement school wide "Priority Standards" (K – grade 5) based on data analysis and create a priority standards matrix that provides teachers with opportunities to participate in vertical planning. This will focus on the GSF for teacher collaboration.</p> <p>Continue implementing our INQUIRY TEAM process every other week with a target group of SWD students.</p>	<p>Teachers/ Paraprofessionals</p> <p>Students</p>	<p>September 2015-June 2016</p>	<ul style="list-style-type: none"> - Administrators - Teachers Paraprofessionals - Coaches - Inquiry Team - Intervention Specialist
<p>Continue to design class schedules to accommodate AIS teacher, Specialist and Coaches to push in to the classroom using the Collaborative Team- Teaching approach. A focus will be placed on supporting teachers with the priority standards and our school wide focus on Planning and preparation techniques.)</p>	<p>Students determined to be At-Risk based on Local and School Assessments</p> <p>ENL Students</p> <p>SWD students</p>	<p>September 2015-June 2016</p>	<ul style="list-style-type: none"> - Administrators and Support Staff - Teacher/ Paraprofessionals - PPT team - Inquiry Team - RSPs - Intervention Specialist - Coaches
<p>Continue to implement project "R.I.S.E" after school three days per week for grades three, four and five with a focus on supporting students in Literacy, Mathematical and English Language exam preparation strategies and techniques and articulation.</p>	<p>At-Risk students</p> <p>ELL Students</p> <p>SWD students</p>	<p>September 2015-June 2016</p>	<ul style="list-style-type: none"> - Administrators and Support Staff - Teacher/ Paraprofessionals

Project R.I.S.E will be taught primarily by grades 3-5 teachers in order to gather data and implement assessed needs into daily instruction.			<ul style="list-style-type: none"> - Inquiry Team - RSPs - Intervention Specialist - Coaches
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Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<ul style="list-style-type: none"> • Classroom teachers, Reading specialists, ESL teachers, Data specialist. Principal, Assistant Principal, consultants, outside educational organizations. • Atlas Online Curriculum system to analyze the implementation of CCLS and the Framework for Great Schools. • Google DRIVE data collection system • Professional development will be given to staff via Monday professional development days. • Creating Title III Supplemental programs for the ENLs in the form of project R.I.S.E afterschool program. • Monthly meetings for staff to collaborate in planning and curriculum development in the form of MONDAY PD team. • Tuesday Inquiry team meetings to analyze student work of SWD students every other week. The alternate Tuesday will focus on planning and preparation of curriculum aligning the work to inquiry. 											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p><u>Mid-Point Benchmark</u></p> <p>By February 2016, literacy performance data on our English Language Learners and Students with Disabilities will be analyzed for progress using our Google DRIVE data system. Data check-in day in December will be implemented to data analysis</p> <p><u>Timeframe</u></p> <p>September 2015-February 2016-</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

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

Part 1 – Needs Assessment

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

In continuing the use of our QR indicator 1.1 we strive to improve on engaging our students as well as our diverse learners of ENL students and SWD through scaffold instruction.

Additionally, the ELA and Math state exams continue to show gaps within our school performance comparable to the city. In the area of Math, only 24.5% of our students were performing at levels 3 & 4. In order to ensure that the curriculum is customized, inclusive, motivating, and aligned to the Common Core we have indicated several systems that are currently in place at our school to support these areas of need that will be reflected in our action plan and goals for the 2015-2016 school year.

STRENGTHS:

- Students will continue to be assessed in reading through MOSL, the Early Childhood Assessment in Mathematics (ECAM) and the periodic math assessments
- TERC Curriculum for Math
- ATLAS online system will continue to be utilized school-wide to systemically create coherence within the school. Teachers are continually uploading their lesson plans and revising the curriculum that is driven by data.
- Continue working with the RTI process to identify students with specific instructional needs in math as well as teachers within mathematical planning for daily instruction.
- School-wide data system is placed through the use of Google DRIVE online system
- Students are accountable for their own learning by using student friendly rubrics, student checklists and accountable talk in the area of mathematics
- Students and teachers are engaged in ongoing check-ins and benchmark assessments for each unit, which inform students and teachers of what they know
- Academic Intervention Services (AIS) are in place to support our students who are currently reading expediently behind grade level
- Arts Intervention to promote mathematical conceptual thinking within the study of art
- Stand-Alone and Integrated English as a Second Language Instruction-Teachers are planning collaboratively and using several collaborative team teaching models when working with ENL specialists, AIS teachers and Coaches.
- Reading Music and understanding the mathematical systems behind music theory
- Integration of The New York Historical Society, which is a school wide and grade wide Social Studies Enrichment program. Through this program, museum educators work with every class and every teacher each month over the course of the school year, delivering a hands-on Social Studies program that aligns with the Social Studies Scope and Sequence and the Common Core Learning Standards for each grade.
- Investigations within the math curriculum
- Parent Workshops in the area of math, common core learning, ENL’s and SWD’s support, progress preparation, and homework implementation

PRIORITIES:

- Professional Development plan that includes effective small group instruction such as guided and strategy skills groups in the area of math
- Developing Math Centers/Strategy Groups for intensive instruction given by classroom teacher and outside push-in support.
- Professional Development in the area of strategically planning curriculum that will define rigorous instruction in alignment with the Framework for Great Schools.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

The 2015-2016 academic goal for rigorous curriculum and instruction will be tailored to engage a variety of learners, including our ENL students and our SWD students By the end of academic school year 2015-2016, we will increase student proficiency in MATH with our SWD and ELL population by 10% (20 out of 189 students) as measured by our 2015-2016 LOCAL MOSL, Early Childhood Assessment in Mathematics (ECAM), Periodic assessments and NYS MATH assessments.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>TERC Curriculum- Continue to implement the curriculum that is aligned to the CCLS and the Framework for Great Schools with a strong focus on writing and differentiation in math to support rigorous instruction of our ENL and SWD population.</p> <p>GOOGLE DRIVE data collection system that include baseline, benchmark and checking in for teachers. Data progress will be reviewed three times throughout the year.</p>	<p>Teachers Paraprofessionals Students Coaches</p>	<p>September 2015-June 2016</p>	<p>- Administrators Support Staff - Teachers/ Paraprofessionals - RSPs</p>

			- Coaches Consultants inquiry Team
<p>Analyze the 2014-2015 New York State Mathematics Exam results and select noticeable trends within our students performance specifically focusing on target population SWDs and ENL students.</p> <p>Prioritize standards that reflect significant gaps between the schools performance and the city's overall performance and create "Priority Standards" based on this data.</p> <p>In support of the Great Schools Framework and its focus on teacher collaboration, to implement school wide "Priority Standards" (K – grade 5) based on data analysis and create a priority standards matrix that provides teachers with opportunities to participate in vertical planning.</p> <p>Continue implementing our INQUIRY TEAM process every other week with a target group of SWD students.</p>	<p>Teachers</p> <p>Paraprofessionals</p> <p>Students</p> <p>Coaches</p>	<p>September 2015-June 2016</p>	<p>- Administrators and Support Staff</p> <p>- Parent Coordinator</p> <p>- Coaches</p> <p>- Inquiry Team</p> <p>- RSPs</p> <p>Parents</p>
<p>Continue to design class schedules to accommodate AIS teacher, Specialist and Coaches to push in to the classroom using the Collaborative Team- Teaching approach. A focus will be placed on supporting teachers with the priority standards and our school wide focus on Planning and preparation techniques</p>	<p>Students</p> <p>Teachers</p>	<p>September 2015-June 2016</p>	<p>- Administrators and Support Staff</p> <p>- Teachers/ Paraprofessionals</p> <p>- Coaches</p> <p>- PPT Team</p> <p>- RSPs</p> <p>- Intervention Specialist</p>
<p>Continue to implement project "R.I.S.E" after school three days per week for grades three, four and five with a focus on supporting students in Mathematical exam preparation strategies and techniques. This will also include exam articulation.</p> <p>Project R.I.S.E will be taught primarily by grades 3-5 teachers in order to gather data and implement assessed needs into daily instruction.</p>	<p>At- Risk Students</p> <p>Students with Disabilities</p>	<p>September 2015-June 2016</p>	<p>- Administrators</p> <p>- Support Staff</p> <p>- PPT team members</p> <p>- Teachers/ Paraprofessionals</p> <p>- RSPs</p> <p>- Intervention Specialist</p> <p>- Coaches</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Classroom teachers, ESL teachers, Data specialist, Math Coach, Principal, consultants, outside educational organizations.
- Classroom teachers, Reading specialists, ESL teachers, Data specialist. Principal, Assistant Principal, consultants, outside educational organizations.
- Atlas Online Curriculum system to analyze the implementation of CCLS and the Framework for Great Schools.

- Google DRIVE data collection system
- Professional development will be given to staff.
- Creating Title III Supplemental programs for the ENLs in the form of a project R.I.S.E afterschool program.
- Monthly meetings for staff to collaborate in planning and curriculum development in the form of MONDAY PD team.
- Tuesday Inquiry team meetings to analyze student work of SWD students and ENL students in math.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Mid-Point Benchmark

By February 2016, math performance data on our English Language Learners and Students with Disabilities will be analyzed for progress using our Google DRIVE data system. In addition, the ELL periodic assessment and Data check-in day in December will be implemented to data analysis.

Timeframe

September 2015-February 2016-

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

In continuing the use of our QR indicator 1.1, we strive to improve on engaging our diverse learners of ENL students through scaffolding our instruction and enhancing the rigor in accordance with the Framework for Great Schools.

Although our results from our NYSESLAT assessments continue to show progress, in order to ensure the curriculum is customized, inclusive, motivating, and aligned to the Common Core for our ENL learners, we have indicated several systems that are currently in place at our school to support these areas for the 2015-2016 school year.

STRENGTHS:

- Fountas and Pinnell reading level assessments used to analyze ENL student progress
- Teacher-created classroom assessments along with end of unit reading assessments
- Aligning student assessments with the CCLS
- Examining the patterns across the NYSESLAT modalities to show the needs of each student
- Students will continue to be assessed using NYSESLAT periodic assessments
- Daily common preparation periods for grade-level planning to collaborate on ELL strategies
- Universal Design for Learning (UDL) professional development for all teachers focusing on ELL strategies
- Collaboration between classroom teachers and ESL teachers
- Teachers collaborate with each other by sharing resources and lesson plans through common preparation periods, Smart Sheet, Google Docs and emails
- Rubicon Atlas Curriculum Management program is used throughout the school for all teachers to share unit plans, lesson plans, assessments and data analysis of the assessments with our ESL staff
- Project R.I.S.E after school program focusing on New York State English as a Second Language Achievement Test
- LAB-R and NYSITELL results will also be analyzed for needs assessment for further instruction.

PRIORITIES:

- Ongoing professional development sessions on Collaborative Teaching during Mondays professional development time
- Professional Development in the area of strategically planning curriculum that will define rigorous instruction in alignment with the Framework for Great Schools specifically for our ENL students.
- Developing collaboration sessions with classroom teachers and ESL teachers in order to develop language acquisition strategies and techniques.
- Retain outside consultants to focus on strategic teachers with an ESL background in implementing ENL strategies into planning

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, M measurable, Achievable, Relevant, and Time-bound.

The 2015-2016 academic goal for rigorous curriculum and instruction will be tailored to our ENL students including our ENL/SWD students. By the end of June 2016, 68.5% (99 out of 147 students) of ELLs will improve their proficiency level and 15.6% (22 out of 147 students) of ELLs will attain proficiency as measured through our 2015-2016 NYSESLAT assessments as well as our ELL periodic assessments and Project Achieve assessments.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Continue to analyze all fall performance tasks of all ENL students to examine reading and writing levels in order to make the curriculum and instruction more rigorous.</p> <p>Using the results from data analysis to develop language-based curriculum that is also geared towards ENL student's area of need in reading and writing. This will also include instructional modalities that reach every learning style</p> <p>Using the English as a New Language Learning Standards to drive instruction will be implemented. In turn aligning our instruction to the Framework of Great Schools and its emphasis on student support and rigorous instruction.</p>	<p>Teachers and Paraprofessionals</p>	<p>September 2015-June 2016</p>	<p>- Administrators and Support Staff</p> <p>- Teacher/ Paraprofessionals</p> <p>- PPT team</p> <p>- Inquiry Team</p> <p>- RSPs</p> <p>- Intervention Specialist</p> <p>- Coaches</p>
<p>Creating Title III Supplemental programs for ENLs in the form of project R.I.S.E after school that will focus on the NYSESLAT assessment and zooming in on student NYSESLAT.</p>	<p>Certified ESL Teachers</p> <p>ENL students</p>	<p>September 2015-June 2016</p>	<p>- Administrators and Support Staff</p> <p>- Teacher/</p>

Continue implementing workshops for ENL parents as a means to promote strategies that can be used at home.			Paraprofessionals - Inquiry Team - RSPs - Intervention Specialist - Coaches
Development of a Language Proficiency Team (LPT) to focus on analyzing ENL assessments, progress of all ENL students and implementation of strategies and techniques into daily instruction. Team members of LPT will also collaborate with classroom teachers in implementing strategies and techniques into curriculum planning and preparation.	Teachers At-Risk students	September 2015-June 2016	- Administrators and Support Staff - Teacher/ Paraprofessionals - PPT team - Inquiry Team - RSPs - Intervention Specialist - Coaches
Utilization of the Monday professional development sessions will be used as a time to provide teachers, paraprofessionals and related service provider training around implementing ELL strategies to foster rigor and success. Plan differentiated instruction based on lesson collaboration with ESL teachers during common prep time.	Teachers / Paraprofessionals	September 2015-June 2016	- Administrators - Coaches - Intervention Specialist

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> • Classroom teachers, Reading specialists, ESL teachers, Data specialist. Principal, Assistant Principal, consultants, outside educational organizations. • Atlas Online Curriculum system to analyze the implementation of CCLS and the Framework for Great Schools. • Google DRIVE data collection system • Professional development will be given to staff. • Creating Title III Supplemental programs for the ENLs in the form of a project R.I.S.E afterschool program. • Monthly meetings for staff to collaborate in planning and curriculum development in the form of MONDAY PD team. • Tuesday Inquiry team meetings to analyze student work of SWD students.
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Mid-Point Benchmark

By February 2016, Fountas and Pinnell data, writing on demand, word study and math performance data on our English as a New Language learner will be analyzed for progress using our Google DRIVE data system. Data check-in day in December will be implemented to data analysis.

Timeframe

September 2015-February 2016-

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

P.S. 971’s current focus is on effective planning and preparation that will lead to academic rigor, student progress and transparency within the academic community. We have incorporated multiple systems:

- Informal/Formal observations focusing on Domain 1 of Advance
- Google DRIVE online system that is utilized to record and collect data. Administrators and teachers are able to create, edit and upload information.
- ATLAS online system is utilized to upload curriculum information.
- Coaches provide services to support classroom teachers and provide feedback to administration in order to promote planning and preparation strategies.

Strengths

- The Assistant Principal, Mathematics and Literacy Coach as well as an AIS teacher will continue to support staff in daily instruction, operational procedures and implementation of best practices. A specific focus has been placed on planning and preparation for At-Risk students, ELLs and SWDs in our community
- Informal observations are given besides the Advance observations as a means of on-going support for all staff with a focus on planning and preparation.
- Learning communities use the Google DRIVE on-line data collection system. Data is uploaded and shared amongst the staff, this allows for transparency expectations and a coherent school wide vision.
- School website is structured around planned school wide events and best practices performed in the community.
- A weekly newsletter is sent to staff outlining expectations on specific focus points each week such as guided reading, and the writer’s notebook which all stems from planning and preparation.

PRIORITIES: .

- Professional development has also been given in the area of planning and preparation and aligning CCLS to the work of daily instruction.
- Professional development has been given in the area of planning and preparation in order to promote best practices in instruction, and the learning environment.
- Weekly assigned common planning periods with Coach/ Administration support.
- Tuesday alternate weekly planning with ESL teachers and Related Service providers in improve instructional strategies implemented into daily instruction.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the

identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Within the 2015-2016 academic school year, teacher performance will increase by 10-15% (at least 5 teachers out of 28) from developing to effective in the area of Danielson domain 1 planning and preparation. This will be measured through timely observations, professional development alignments to professional goals and implementation of professional development monitoring system and feedback.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Continue to develop and implement support meetings with at least three check in points across the rest of the year. Geared towards teachers that are new to the profession and the community.</p>	<p>First and second year teachers new to teaching and the school community</p>	<p>January, March & May</p>	<p>Principal</p>
<p>Continue to structure MONDAY PD team which has been organized to plan MINI PD’s during segments of the MONDAY PD time.</p> <ul style="list-style-type: none"> • In keeping in alignment with the Framework for Great Schools and its goal of teacher collaboration, MONDAY PD time will also be divided into grade level planning and inquiry work that will also allow classroom teachers to meet with pull out /push in specialists, AIS teacher, coaches and mentors during planning • Tuesday’s Parent Connect time will continue to focus on connecting with parents in the first half of the time with the second half dedicated to INQUIRY work. • The alternate weeks of INQUIRY work will be dedicated to school wide planning, allow for classroom teachers to work with out of classroom teachers and coaches. 	<p>Teachers Para professionals Coaches</p>	<p>September 2015- June 2016</p>	<p>Administration Lead Teachers Coaches</p>

<ul style="list-style-type: none"> • Provide Professional development around Inquiry and examining student work. • Implement the use of the Atlas protocol for teacher team meetings • A school wide 'question of the week' will be implemented within the weekly notes in order to open up school discussion and feedback on policies and procedures • Retain outside consultant that will focus professional development on planning and preparation 			
<p>Continue to implement common planning periods and planning Tuesdays in order to plan for and examine student work utilizing School Net to build and align assessments that will focus on all learners including ENLs and SWDs.</p>	<p>Teachers Target population (At-Risk, SWD)</p>	<p>September 2015- June 2016</p>	<p>Administration Teachers Coaches ESL teachers Related Service Providers</p>
<p>Pupil Partnership Team (PPT) will continue to be structured around our Assistant Principal, Guidance Counselor, Classroom Teachers, SBST, Coaches and Related support staff and meet weekly to discuss and implement strategies and techniques within an RTI system for teachers to implement effective daily instruction.</p>	<p>Teachers Students</p>	<p>September 2015- June 2016</p>	<p>Administration Guidance Counselor Teachers Coaches ESL teachers Related Service Providers</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> • Classroom teachers, Reading specialists, ESL teachers, Data specialist, Principal, Assistant Principal, consultants, outside educational organizations such as Generation Ready. • Atlas Online Curriculum system • Google DRIVE data collection system that will guide our planning and preparation. • Professional development will be given to staff based on teacher’s needs and the school-wide focus of planning and preparation. • Monthly meetings for staff to collaborate in planning and curriculum development in the setting of a PD planning team.
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Mid-Point Benchmark

By February 2015, we will increase teacher performance and pedagogy within planning and preparation by 5%. This will be measured through analysis of the Advance evaluation system as well as analysis of walk through feedback sheets.

Timeframe

September 2015-February 2016-

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

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

Strengths

- Parent monthly newsletter listing monthly unit progress on all grades as well as specialty areas.
- School website listing all school functions and a direct line to our parent coordinator for instant support for parents.
- Parent workshops focusing on literacy, math, state testing, language acquisition, arts & crafts, homework help as well as community service connections.
- Monthly parents as learning partners (PLP) focused on monthly theme such as math, reading and writing. Parents are invited to spend the morning in their child’s class collaborating in the themed area.
- Classes have publishing parties where parents are invited to read published student work
- Annual Harvest Breakfast – a school wide function in October to represent ‘the harvest’ of healthy living. Parents bring food and classroom activities take place in all classes for parents and students to collaborate in.
- Annual Holiday Potluck dinner organized by our PTA. A December event celebrating the holidays and the work we have done thus far.
- Cultural month where we celebrate our many culture. We begin with Chinese week (due to the Chinese New Year) followed by Spanish week. We end with Multi-cultural week where all cultures are celebrated and a culmination of cultures is celebrated through a morning of activities.
- A winter concert is organized for grade K-5 where parents join together to celebrate the schools musical learning.
- Annual auction for parents and staff is given in order to support our PTA in their fundraising efforts.

PRIORITIES:

- As a form of surveying the parents, Google DRIVE online system is used to track all parent meetings, activities and planning teachers are doing for parents.
- Work with PTA to collaborate on parent needs in regards to school involvement and articulation.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Within the 2015-2016 academic school year, we will increase parent engagement and approval by 10% as measured by School Environmental Survey and ongoing Parent Surveys provided to parents throughout the year.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Continue developing an ongoing system for feedback on professional development, workshops, school wide events and instructional data collection.</p>	<p>Teachers and parents</p>	<p>September 2015 to June 2016</p>	<p>Principal & Assistant Principal Parent Coordinator</p>
<p>Continue to facilitate parent workshops in Special Needs and Related Services describing the breakdown of the process and strategies parents can use to help their children at home.</p> <p>Continue to develop parent workshops that focus on parent needs with academic learning as well as social learning.</p> <p>Continue facilitating events that will support parent involvement on a daily basis as well as a social basis.</p>	<p>Teachers and parents Parents Parents Students</p>	<p>September 2015- June 2016 September 2015- June 2016 September 2015- June 2016</p>	<p>Principal & Assistant Principal Parent Coordinator Teachers Surrounding CBO's Principal & Assistant Principal Parent Coordinator Teachers Surrounding CBO's Principal & Assistant Principal Parent Coordinator Teachers Surrounding CBO's</p>

			PTA Executive Board

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Classroom teachers, Reading specialists, ESL teachers, Data specialist, Principal, Assistant Principal.
- Professional development will be given to staff based on teacher’s needs and the school-wide focus.
- Monthly meetings for staff to collaborate in planning and curriculum development.

Monthly meetings for staff to collaborate in inquiry work.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Mid-Point Benchmark

By February 2016, we will increase parent engagement and approval by 5% as measured by ongoing Parent Survey’s provided to parents throughout the year.

Timeframe

September 2015-February 2016.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

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

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

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

- Literacy and Math coaches will develop and administer professional development during Monday PD time.
- AIS and ESL teachers will work with teachers to ensure strategies and support is given to ENL students and SWD students.
- Classroom teachers will continue to be given the opportunity to attend reading and math workshops throughout the year.
- Teachers will attend professional development in the area of the common core standards
- Teachers will also attend workshops facilitated by the Teachers College Reading and Writing Project throughout the year.
- Staff will continue to turn key information on a monthly basis.
- Common planning periods will continue to be implemented in weekly schedule for all teachers to collaborate.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

- Staff will attend professional development during the year in the area of mathematics and reading focusing on the CCSS and the Framework for Great Schools focus on rigorous instruction.
- A school wide focus of Planning and Preparation will continue to be implemented and supported through professional development throughout the year.
- Inter-visitation with district schools will be arranged to support teachers in developing instructional strategies.
- Monday PD time will be used to support staff in instructional and planning and preparation areas.
- Principal, Assistant Principal, Coaches, AIS teacher and ESL teachers will implement PD for staff as well as staff themselves turn keying any information from outside PD's they have attended.
- Consultants will be hired throughout the year to support teachers in the area of writing, building a strong social studies curriculum and improving reading amongst our ENL students and SWD students.
- Consultants from Mondo Bookshop will implement at least two professional development days for all teachers and paraprofessionals.
- Consultants from Generation Ready Consultants will be retained to work with staff on planning rigorous instruction.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

- The use of open house visitation for parents during the spring session
- Review of all turning 5 students through our pupil partnership team to ensure meaningful placement
- Communications with kindergarten teachers/ AIS teacher to review early intervention strategies.

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

- Kindergarten teachers / AIS teachers will work with Pupil Partnership Team (PPT) to collaborate in developing appropriate assessments and tracking student progress.
- Teachers will work with professional development consultants with a focus on planning and preparation including assessment planning.
- Teachers will participate within the Monday professional development team.
- Teachers will participate and implement decisions by the MOSL team.

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	319,289.00	X	Pgs 12, 16, 19, 22, 24

Title II, Part A	Federal	0	N/A	N/A
Title III, Part A	Federal	16,536.00	X	Pgs 12, 16, 19, 22, 24
Title III, Immigrant	Federal	0	N/A	N/A
Tax Levy (FSF)	Local	2,398,028.00	X	Pgs 12, 16, 19, 22, 24

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) ***(Required for All Title I Schools)***

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **PS 971, School of Math, Science and Healthy Living** in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **PS 971, School of Math, Science and Healthy Living** will support parents and families of Title I students by:

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

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

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

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

- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

School-Parent Compact (SPC)

PS 971, School of Math, Science and Healthy Living, 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 on assessments.

School-Parent Compact (SPC)

PS 971, School of Math, Science and Healthy Living, 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 on assessments.

1. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

1. 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 to 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;

2. **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.

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

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>142</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>6</u>
of certified ESL/Bilingual teachers: <u>6</u>
of content area teachers: <u>0</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _

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

-
SPEAKING:

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

-
LISTENING:

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

-
READING:

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

-
WRITING:

- Practicing correct sentence structures and writing techniques
- Exposing students to finish product/exemplars as models
- Incorporating activities with prediction
- Providing opportunities for oral story telling
- Modeling excluding extraneous information
- Modeling determining importance
- Providing opportunities for practice

-
SUBGROUPS AND GRADE LEVELS:

Part B: Direct Instruction Supplemental Program Information

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

SCHEDULE AND DURATION:

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

LANGUAGE OF INSTRUCTION:

English with native language support

AND TYPES OF CERTIFIED TEACHERS:

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

TYPES OF MATERIALS:

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

Part C: Professional Development

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

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

Begin description here: _

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

Part D: Parental Engagement Activities

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

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

Begin description here: _

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

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the [English Language Learner Policy & Reference Guide](#).

Part I: School ELL Profile

A. School Information

District 20	Borough Brooklyn	School Number 971
School Name School of Math, Science and Healthy Livi		

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal Ruth Stanislaus	Assistant Principal Marie Deforges
Coach Adalgisa Linares (Literacy)	Coach Hussain Abdullah (Math)
ENL (English as a New Language)/Bilingual Teacher Thiri Soe	School Counselor Ray Consentino
Teacher/Subject Area Celeste Khuu/ESL	Parent Cesar Medina
Teacher/Subject Area type here	Parent Coordinator Yusef Abdullah
Related-Service Provider Lauren Liria	Borough Field Support Center Staff Member type here
Superintendent type here	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	3	Number of certified bilingual teachers not currently teaching in a bilingual program	1	Number of teachers who hold both content area/common branch and TESOL certification	4
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers not currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	379	Total number of ELLs	142	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" type="checkbox"/>
	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	185	Newcomers (ELLs receiving service 0-3 years)	132	ELL Students with Disabilities	19
SIFE	1	Developing ELLs (ELLs receiving service 4-6 years)	10	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	132	1	15	10	0	4				0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 5

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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	6	8	7	7	5	4								0
Chinese	18	15	21	17	18	14								0
Russian	2													0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	7	4	2	1	1	3								0
Emerging (Low Intermediate)	11	0	2	5	7	4								0
Transitioning (High Intermediate)	4	4	7	4	2	1								0
Expanding (Advanced)	5	15	20	15	14	11								0
Commanding (Proficient)	10	5	2	8	7	4								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	5	2	8	2	4									0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	36	11	5	0	0
4	22	16	5	4	0
5					0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	29		11		10		3		0
4	19		16		11		4		0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	2		13		13		24		0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.

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

Furthermore, we use Foundations for our K-3 ELLs who require a more intensive program that provides systematic instruction in phonics, high frequency reading fluency, vocabulary, comprehension strategies, and spelling.

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

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

Based on the RNMR data report for NYSITELL and NYSESLAT scores in grades K-5, we noticed that 33.3% of newly admitted students are entering ELLs, 10.2% of them are emerging ELLs, 10.2% of them are transitioning ELLs, 12.8% are expanding ELLs and 33.3% of the have tested out of the NYSITELL. Below is the NYSITELL data for newly admitted students:

- Entering: 13 (33.3%)
- Emerging: 4 (10.2%)
- Transitioning: 4 (10.2%)
- Expanding: 5 (12.8%)
- Commanding: 13 (33.3%)

Below is the 2015 NYSESLAT data for grades K-5:

- Entering: 11 (7.48%)
- Emerging: 18 (12.24%)
- Transitioning: 18 (12.24%)
- Expanding: 75 (51%)
- Commanding: 25 (17%)

After analyzing the data presented above, we noticed that more than half of the students (51%) were placed at the Expanding Level and 17% of the students were placed at the Commanding Level. According to the AMAO 2 report, P.S. 971 have exceeded the New York State Title III AMAO Targets, which is 15% for the year of 2014-2015.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

P. S. 971 uses the AMAO tool to determine whether or not we have met the New York State Title III AMAO Targets. AMAO 1, which measures students' progress, is currently not available at the moment. However, AMAO 2, which measures students' proficiency levels, shows that P.S. 971 performed above the State AMAO Targets.

4. For each program, answer the following:

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

a. Based on the RNMR data report for the NYSESLAT scores in grades 1-5, 11 ELLs are at the entering level, 18 ELLs are at the emerging level, 18 ELLs are at the transitioning level, 75 ELLs are on the expanding level and 26 ELLs are on the commanding level and have tested out of the NYSESLAT. The pattern across proficiencies shows that more of our ELLs are performing at the expanding levels. The pattern across grades shows that there are more expanding ELLs than beginners in grades 1-5 The data is as follows:

th Grade	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
Entering		4	2	1	1
Emerging	0	2	5	7	4
Transitioning	4	7	4	2	1
Expanding	15	20	15	14	11
Commanding	5	2	8	7	4

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

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

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide](#), Support Services for ELLs (RTI and AIS) section and [RtI Guide for Teachers of ELLs](#).]

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

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

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

6. How do you make sure that a student's new language development is considered in instructional decisions?
There are five stages in second language acquisition. In distributing and collecting data on both formal and informal assessments, we determine the stage in which students are at. We plan our instruction accordingly as a direct response of these results. For example, if the child is in the early preproduction stage, he or she may have minimal comprehension or may not be able to verbalize their thoughts. In this case, we would incorporate visual aids and gestures, emphasize key words when writing and speaking and encourage the use of illustrations, native language or one to two-word responses using Tier 1 vocabulary into daily instruction.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

We currently do not have a dual language program.
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
We evaluate the success of our ESL program by measuring student progress toward English proficiency. We keep our goals in alignment with those of the State Education Department's Annual Measurable Achievement Objectives, while also keeping in mind the level of each student's native language skills. At our school, we are aware of the fact that our students that enroll with little to no native language literacy skills encounter more language obstacles than those who have previously been emersed in the language. We accept that on average, the newly enrolled students will require more time to acquire the English Language. Therefore, we continue to use ELL strategies intensively throughout the year, so that in the following year, ELLs are well-equipped to meet the AMAO targets.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [*ELL Policy and Reference Guide, ELL Identification*](#) section.
The initial identification of ELLs is done through a rigorous process. First, upon registration parents/guardians receive the Home Language Identification Survey (HLIS), along with an informal parent and a student interview which is completed in compliance with the Commissioner's Regulations Part 154. Home Lanugage Identification Surveys are completed with the assistance of a trained pedagogue. Our trained pedagogues (certified ENL teachers Thiri Soe, Celeste Khuu and Miziena Doda) are responsible for

conducting the initial screening, as well as administering the Home Language Identification Survey (HLIS), NYSITELL and the Spanish LAB within five school days of enrollment. Within this five-day window, we inform parents of the results of the NYSITELL and ELL status using the parent notification letters in their preferred language. Interview questions are formulated by our Language Proficiency Team. In the initial screening process, parents/guardians complete a HLIS with a trained pedagogue. Based on the information provided on the HLIS and analyzing the informal interviews with both parent and student, the student's eligibility to take the NYSITELL is decided. If students score below the cut-off scores they are deemed eligible for an ELL program. Within ten school days, the parents of these students receive entitlement letters and invitations to the parent orientation where parents select the ELL program they want for their child. If students score above the cut-off score, they are deemed ineligible to be placed into an ELL program. The parents of these students are then informed by receiving non-entitlement letters. To accommodate parents and students with home language support, we provide in-house qualified interpreters and translators. In the case of low incidence languages, we will contract the DOE's Translation and Interpretation Unit.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
Students with Interrupted Formal Education (SIFE) require special attention for them to succeed in our educational system. Currently, we have one student who is classified on BESIS as a SIFE. To identify SIFE students, we use the Oral Interview Questionnaire to develop a better understanding of a newcomer ELL (potential SIFE). The questionnaire has many questions related to literacy and language practices. It includes personal and language information, family and home background information, education history, language and literacy practices, and other relevant questions. In addition, we collect and analyze student work to gain a better understanding of the student as a language learner. SIFE status is determined within 30 days from initial enrollment.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).
The Language Proficiency Team (LPT) at our school consists of eight members: Thiri Soe, Miziena Doda, Celeste Khuu (ENL Teachers), Lauren Liria (Bilingual Speech and Language Pathologist), Adalgisa Linares (Literacy Coach), Ruth Stanislaus (Principal), Marie Deforges (Assistant Principal/ Special Education Liason) and the parent of the student whose case is being reviewed. Once we receive information of a newly enrolled student with an IEP and the child's home language is not English, the committee will make a recommendation after the initial assessment of ELL status for a student with a disability identified pursuant to the Individuals with Disabilities Education Act (IDEA). The LPT will individually, then collectively analyze student work and discuss their findings. If it is determined by the LPT that the child's native language is not English, the ESL teachers will proceed to distribute the New York State Identification Test for English Language Learners (NYSITELL) which will place the child at his or her respective level of English proficiency (Entering, Emerging, Transitioning, Expanding or Commanding). If it is determined that the student's native language is English and does not have language acquisition needs, the LPT will notify the principal, who will notify the parents and the superintendent. In the process of notifying the parents, we will provide qualified interpreters and translators to accommodate parents' preferred language. After notifying the superintendent, he or she then has ten school days to agree or disagree with the recommendation. The parents are notified within five school days of the final decision that NYSITELL will not be given, that the child is not an ELL, and screening for ELL Identification comes to an end. The procedures outlined above are completed within 20 days, including ELL service placement.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
After the NYSITELL is scanned and scored is determined for each eligible student, ENL teachers (Thiri Soe, Celeste Khuu, Miziena Doda) go through a rigorous process to ensure that entitlement and non-entitlement parent notification letters are distributed within five school days. We ensure to administer the NYSITELL within the first three days upon their initial arrival and we immediately send homes the entitlement and non-entitlement parent notification letters within the following two days. The mentioned letters are placed on our school's letterhead. Copies of letters and forms are made in parents' preferred language. Before we distribute entitlement letters, we make two copies--one of which is placed in the Compliance Binder and another one in students' Cumulative Folders.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

We will notify parents that they have the right to appeal ELL status within 45 days of Enrollment when they come to the Parent Orientation after students have tested and been qualified to receive language services. According to the ELL Policy and Reference Guide, a student who has gone through the ELL Identification Process may go through the ELL Re-identification Process. Beginning this 2015-16 school year, the ELL Reidentification Process allows parents who believe that their child may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment). Trained staff will manage both the initial and Re-identification

Process will occur within 10 school calendar days from the receipt of the written notice.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

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

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

Our school makes every attempt to reach out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner. Once the student is being administered the NYSITELL and is deemed eligible for an ELL Program, we notify the parents by sending entitlement letters to invite them to attend a parent orientation. If parents are unresponsive to the letter, a phone call will be made to invite them. The entitlement letters are sent in parents' preferred language. After parents have attended the parent orientation, we keep track of their choice of programs by keeping a spreadsheet with a tally of the different programs that they have chosen. Once the tally reaches a sufficient number (15 ELLs in two contiguous grades) to open up a bilingual program, we will inform the parents who have previously chosen a TBE/DL program. When parents chose a program that we currently don't offer at our school, we help them with transferring to a school that offers the program of their choice. While they are going through this process, the student is placed in an available ELL program at our school until the transfer process is completed. In the case of unreturned Parent Surveys and Program Selection forms, the default program is TBE.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

ENL teachers monitor the Parent Survey and Program Selection forms, and ensure that all are completed and returned in the parents preferred language. In the event that a form is not returned, the student is placed in our ENL program. We will document and continue the attempts to gather initial parent selection preference and all documentation will be maintained in the compliance binder as well as in the student's cumulative folder. We keep all the originals in the students' cumulative folders and copies in our compliance binders by grade level. In our binders, we keep separate sections of their program choices (TBE, DL, ENL) to keep track of the records. We then compare the rosters with the returned forms to ensure everyone has returned the forms. In the event that the forms have not been completed and returned, a phone call will be made to follow up with the parents. If the parent is still unresponsive after two phone calls, we send a certified mail indicating the completion of the forms in the parents' preferred languages. We then keep the phone call logs and receipt of the certified mail in our binders for record keeping.

9. Describe how your school ensures that placement parent notification letters are distributed.

Upon the completion and collection of the Parent Survey and Program Selection forms, students are placed in an ELL program. To notify the parents of which program they have been placed, we send out placement parent notification letters in their preferred language. The placement letters are put on our school's letterhead with English language on one side and parents preferred language on the other side. We then put the letters in the envelope and send it home with the students. We make two copies of each placement letter sent home and keep it in our binder and in the student's cumulative folder.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

All ELL-related documents are kept in the student's cumulative record and may be forwarded to DOE schools upon transfer. Additionally, our school maintains an ELL Folder of Critical Documents which contains all Home Language Identification Surveys, non-entitlement letters and entitlement letters for each student in the main office, where it is accessible for review.

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

The New York State English as a Second Language Achievement Test (NYSESLAT) is administered to the students who have been identified as Limited English Proficient (LEP) to measure their English language proficiency. P.S. 971 looks at the RLER code from the ATS report to identify the LEP students who are eligible to take the NYSESLAT. All four modalities of the NYSESLAT is administered under the supervision of our certified ESL teachers, Thiri Soe, Celeste Khuu and Mizenia Doda, who are also being trained for the NYSESLAT administration and scoring. The NYSESLAT consists of 4 sections (speaking, listening, reading and writing), in which we would administering order to generate a valid score and proficiency level for students taking this exam. The NYSESLAT runs from mid-April to mid-May. The first several weeks of NYSESLAT are devoted to administration of the speaking section. The final 2 weeks are devoted to administering the listening, reading and writing sections and to administer the speaking section to students who were not administered the speaking section. The speaking subtest is administered at a quiet location separate from other students and is administered during the given dates. The listening, reading, and writing subtests are administered to groups of students during the testing windows. Since the NYSESLAT is an untimed test, additional time is provided as necessary. P.S. 971 makes sure to allow any student who is working productively to have as much time as he or she needs to complete the test. Testing accommodations are provided to the LEP students with disabilities as per their IEP or section 504 accommodation plan.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Upon the receipt of the NYSESLAT scores, ENL teachers inform the parents of the results and eligible services of their child based on the results. In this process, we send out the continued entitlement letters to the parents of the students who will continue to receive the ELL services and transitional support parent notification letters to the parents of the students who have tested out of the NYSESLAT but will still be receiving support services. The letters are sent home in parents' preferred language. The continued entitlement letters and transitional support parent letters are put on our school's letterhead with English language on one side and parents preferred language on the other side. We then put the letters in the envelope and send it home with the students. We make two copies of each continued entitlement letter and transitional support parent notification letter sent home and keep it in our binder and in the student's cumulative folder. The personnel responsible for distributing these letters and keeping records of them are Thiri Soe, Celeste Khuu and Mizenia Doda who are all ENL teachers at P.S. 971.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

Parent Survey and Program Selection forms (as of September 2015):

Transitional Bilingual Education	Dual Language	Freestanding ESL
9 (K-5)	6 (K-5)	127 (K-5)

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

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).

a. Freestanding ENL program.

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

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

b. TBE program. *If applicable.*

N/A

c. DL program. *If applicable.*

N/A

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

The staff of P.S. 971 makes many considerations and adjustments in order to comply with the mandated service minutes required for each language proficiency level and the needs of our ELLs. The ENL teachers provide services to all eligible students. According to CR Part 154, three hundred and sixty (360) minutes a week are to be provided to all students at the entering and emerging levels. Of the total 360 minutes, half the time(180 minutes) is allotted to integrated ELA/ENL with classroom teachers and the other half (180 minutes) is to be stand-alone ENL instruction for those at the entering stage of the program. Those at the emerging levels will receive either the same combination of types of services as those at the entering stage, or 180 minutes or 270 minutes of integrated ELA/ENL instruction and 90 minutes of stand alone ENL instruction, at the teacher's discretion. Those at the Transitioning level receive 180 minutes allotted to ENL instruction in which 90 minutes are Integrated ELA/ENL instruction and the other 90 are either allotted for stand alone ENL or integrated ENL; at the teacher's discretion. Those at the expanding level will be given 180 minutes of Integrated ELA/ENL instruction. For those at the commanding level will receive 90 minutes of integrated ELA/ENL instruction, for two years. The three full-time ESL teachers co-teach with the classroom teachers and the reading teacher during the literacy block in order to build and support language development within the curriculum.

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

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

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

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

reviewing vocabulary and content concepts and giving students feedback on language used in class.

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

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

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

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

6. How do you differentiate instruction for each of the following ELL subgroups?

a. SIFE

b. Newcomer

c. Developing

d. Long Term

e. Former ELLs up to two years after exiting ELL status

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

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

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

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

c. At the present time, we have 10 ELLs who have been receiving services for 4 to 6 years. To provide the best support for them, we organize curricula around themes to facilitate students' content knowledge and academic vocabulary. We also scaffold the content knowledge to make it more accessible to students. In addition, we will incorporate students' backgrounds, cultures, native languages and experiences into our lessons. We would constantly build students' confidence in being able to learn a new language (English) in order to keep them motivated and engaged so that they can be academically successful.

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

Following the natural order of language acquisition presented by theorists, many students will develop BICS first and CALPS second. Accordingly, our primary focus for long-term ELLs will be to develop CALPS so that students can achieve mastery of

reading, writing, speaking and listening skills for application in academic content areas. In order to provide them with the extra instruction necessary for success, long-term ELLs will also receive instruction in after-school programs and in some cases individualized intervention plans.

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

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal, first must review the Re-identification Process decision to ensure that the student's academic progress has not been directly affected by the determination. The principal will consult with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification must be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days. To ensure student's academic progress, we use Google Drive to track the data such as the reading level, math, ENL, and writing samples.

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

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

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

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

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

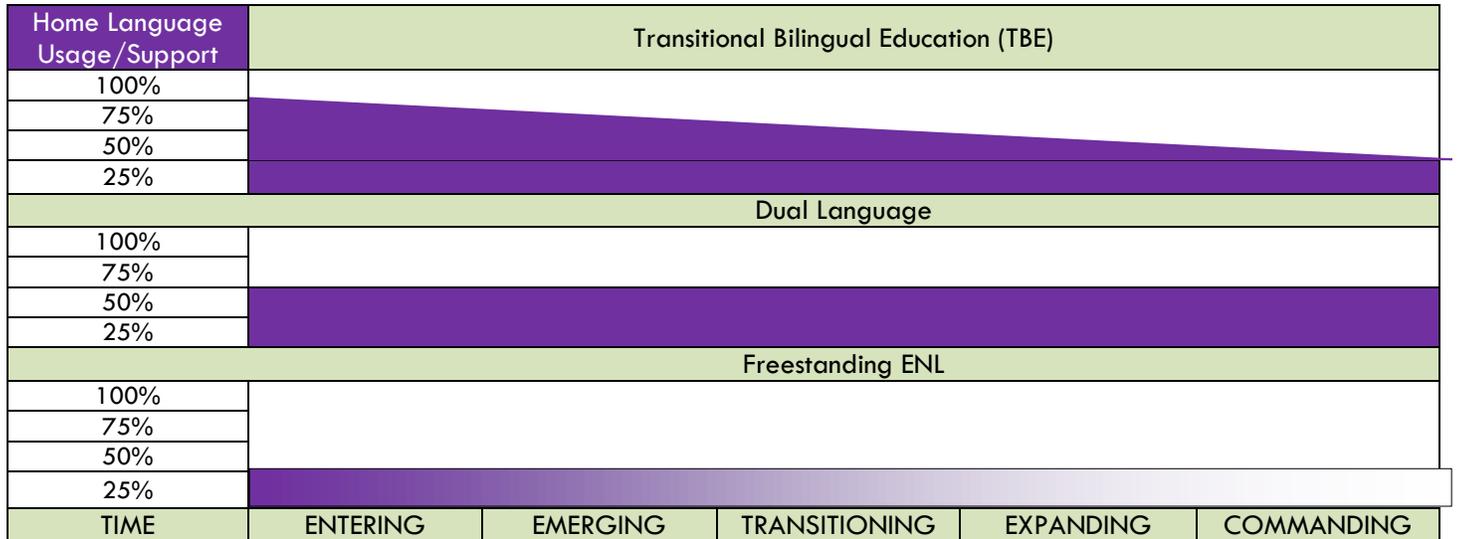


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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. **BECAUSE OF THE FORMATTING ISSUES, PLEASE SEE "ADDITIONAL INFORMATION SECTION" AT THE END OF THE DOCUMENT FOR THE ANSWERS FOR QUESTIONS 10-20. THANK YOU!**
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
12. What new programs or improvements will be considered for the upcoming school year?
13. What programs/services for ELLs will be discontinued and why?
All programs and services for ELLs will remain intact and continue.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

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

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
We use technological and literacy-based programs such as Starfall and Foundations to match visual images to text to reinforce sight word and vocabulary building. In addition, interactive images with text allow students to build upon their language proficiency. Also, materials such as flashcards are used daily to reinforce sight word building and language usage. Other materials (i.e. sequencing games, nursery rhymes, big books, reader's theatre, student-labeled school environment, student-created center charts, word walls, color charts, puppets, letter tiles and listening center) also provide additional learning support to our school's ELL population. Moreover, the SmartBoard is utilized in the classrooms to project visuals needed for language support and modeling and to also make language learning more interactive.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
P.S. 971 provides native language support through the use of the Freestanding English as a Second Language program. Within this program, there is a dynamic of building native language classrooms where school staff members who speak the ELLs' native language bridge the gap by allowing students to learn, express and generate content more confidently and independently. Native language support is provided by using literature in English and/or the students' home language, that features the students' language and cultural groups. Native language support is also provided by encouraging students to maintain and develop their first language at school, at home and in the community. Our teachers make attempts to learn about the culture of the children we teach by listening to our students and showing interest in their cultures. For example, we plan assignments that bring students' cultures, families, languages and experiences front and center, talk with colleagues who share the students' backgrounds and learn about their culture through books, movies and music. In addition, native language support is also provided by using the native language library in ESL classrooms, school library and in their own classrooms.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
At our school, required services support and resources correspond to ELLs' ages and grade levels by carefully designing units based on the needs of our ELLs at their appropriate level. We follow New York State English as a Second Language Standards as well as the Common Core Learning Standards. Resources such as the Foundations program and internet literacy-based programs such as Starfall and BrainPop support ELLs' English language development. To enhance their learning, we also use supplemental materials such as flashcards, games, nursery rhymes, big books, reader's theatre, color charts, puppets, letter tiles, and interactive images with text.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
At the beginning of the school year, we offer a parent open house to inform parents about what their child will be learning and how the school day will be structured throughout the year. In addition, we are currently in the process of compiling a newcomers'

packet with key vocabulary and phrases in English and in their home language, home activities, a map of the school, bilingual books for parents to read to their children and how to seek outside resources to support their child's learning.

19. What language electives are offered to ELLs?

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

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

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

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
All classroom teachers, special education teachers, ESL teachers, art teacher, performing arts teacher, science teacher, gym teacher, reading teacher and paraprofessionals will receive professional development in designing curriculum through the use of the Atlas System that focuses on building instruction for all ELLs.
Professional Development will be given by our Literacy Coach on the Fountas and Pinnell Benchmark Assessment System. This system will be used for assessing reading levels of all ELLs. The performance task in the area of mathematics will be given to measure student learning. Norming and professional development will be given to teachers by our Math Coach. In addition, with the aide of a staff developer from the Generation Ready Organization, professional development will be given at least 3 times per month in the area of planning and preparation.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
Classroom and ESL teachers at the school attend professional development workshops given by the Office of English Language Learners. One set of workshops in particular is the Reading and Writing Nonfiction for ELLs Institute. It is a series of workshops that focuses on making nonfiction reading and writing more accessible to ELLs in order to be more aligned with the Common Core Standards. Professional development will also be given to teachers of ELLs by our ESL teachers that focus on specific ELL strategies as well as participating in Boro PD opportunities
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
All staff is supported in implementing Common Core Standards and College Readiness into curriculum design. This support takes place during common grade meetings, staff retreats and informal walk throughs. Our long-term plan to support our staff in assisting ELLs into their transition to middle school includes informational parental meetings, school visits to middle schools with ELL programs and middle school fairs. Our school leadership and guidance counselor are also creating a long-term plan to provide professional development to staff (e.g., academic and emotional development of middle school aged ELLs) in order to assist ELLs as they transition.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
15% of the total hours will be allotted to all teachers in ELL-specific professional development, and 50% of total PD hours will be allotted to ENL teachers in ELL-specific professional development. These PD's will provide teachers with focuses on ELL information that includes, but is not limited to:
 - Understanding the system of the NYSESLAT and how to implement strategies into daily curriculum
 - Developing a word study program that focuses on oral communication and language development
 - Making instruction effective and connecting language development to daily instruction
 - Understanding cultural differences within our Asian, Latino and Middle-Eastern population and surrounding community
 - How to implement the Core Knowledge Curriculum into daily instruction

Professional development hours in ELL training as per CR Part 154.2 are tracked online on our current record-keeping system, Google Docs. Staff also write a brief description, and occasionally turnkey what they've learned during a schoolwide PD on information they've learned from the ELL PD's they've attended.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

At our school, we understand the importance of parental involvement, especially with parents of our ELLs. We ensure to communicate to parents that they can communicate with us about any ELL related matter at anytime, through multiple outlets to schedule an appointment with us, including email, phone, walk-ins etc. Ideally, we would provide these annual meetings with parents of ELLs during the Parent Connect time, which are during our after school hours but in the events that parents cannot meet during this time, our ENL teachers will meet with them during preps, lunches, prior to school hours, etc. Translators are provided during these meetings to accommodate parents' language needs.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

All records including, but not limited to those documenting annual individual meetings with ELL parents, and outreach are kept in the Compliance Binder which is easily accessible for reference purposes.

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

D. Additional Information

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

PART V-10. The school community is centered on creating an environment that allows all learners to flourish. Teachers, paraprofessionals and school aides who speak the ELL population's native language provide additional support when needed throughout each school day. In addition, other interventions such as Academic Intervention Services (AIS) and Reading Recovery are provided where strategies in small group work and increasing intensive instruction in area of need are critical. These strategies are applied to reinforce and provide optimal reinforcement for ELL advancement. In addition, careful evaluation of NYSITELL and NYSESLAT data results helps align the instructional measures to ensure that the ELL population receives adequate interventions in not just the ELA content area, but also, integrated throughout instruction in math, science and social studies.

PART V- 11. Our current program has resulted in the improvement of our ELLs. We measure this progress by NYSESLAT, ELA, Math and Science State exams data. For social studies, we use teacher created assessments and end-of-unit assessments to track progress. Furthermore, in all subjects, the use of formal and informal assessments are in place to be reviewed on monthly basis. All teachers are aware of all the ELLs in their class and provide the necessary accommodations to meet the ELLs' needs. Most students have made progress in their English language proficiency level. From formal and informal assessments, we noticed that our beginner students need extensive BICS development. As a result, we designed a curriculum to help build this type of language. For example, to improve

their BICS development, we use visuals, gestures, facial expressions as well as encouraging them to have more face-to-face interactions. In addition, we also model appropriate language use to comprehend and produce social language and vocabulary.

PART V-12. This year for the Title III after school program, we will be providing NYSESLAT Test prep for all our ELLs who will be testing. The program encompasses five levels of English language acquisition: entering, emerging, transitioning, expanding, and commanding. It incorporates academic content and vocabulary and differentiates instruction based on language level to meet the needs of ELLs.

PART V-13- All programs and services for ELLs will remain intact and continue.

PART V- 14- Currently, we offer afterschool programs to all ELLs as an outlet to further interact and demonstrate language skills in a recreational and hands-on manner. One of the programs we offer is Chemistry in the Kitchen, which integrates science and cooking by studying the chemistry in different types of foods. We also offer another program entitled iPad Orchestra, which integrates music and technology. Another program we offer is ESL afterschool, where we use the Ballard & Tighe's Carousel of IDEAS English Language Development Program in order to address the four modalities of the English language (speaking, listening, reading and writing).

PART V- 15- We use technological and literacy-based programs such as Starfall and Foundations to match visual images to text to reinforce sight word and vocabulary building. In addition, interactive images with text allow students to build upon their language proficiency. Also, materials such as flashcards are used daily to reinforce sight word building and language usage. Other materials (i.e. sequencing games, nursery rhymes, big books, reader's theatre, student-labeled school environment, student-created center charts, word walls, color charts, puppets, letter tiles and listening center) also provide additional learning support to our school's ELL population. Moreover, the SmartBoard is utilized in the classrooms to project visuals needed for language support and modeling and to also make language learning more interactive.

PART V- 16- P.S. 971 provides native language support through the use of the Freestanding English as a Second Language program. Within this program, there is a dynamic of building native language classrooms where school staff members who speak the ELLs' native language bridge the gap by allowing students to learn, express and generate content more confidently and independently. Native language support is provided by using literature in English and/or the students' home language, that features the students' language and cultural groups. Native language support is also provided by encouraging students to maintain and develop their first language at school, at home and in the community. Our teachers make attempts to learn about the culture of the children we teach by listening to our students and showing interest in their cultures. For example, we plan assignments that bring students' cultures, families, languages and experiences front and center, talk with colleagues who share the students' backgrounds and learn about their culture through books, movies and music. In addition, native language support is also provided by using the native language library in ESL classrooms, school library and in their own classrooms.

PART V- 17- At our school, required services support and resources correspond to ELLs' ages and grade levels by carefully designing units based on the needs of our ELLs at their appropriate level. We follow New York State English as a Second Language Standards as well as the Common Core Learning Standards. Resources such as the Foundations program and internet literacy-based programs such as Starfall and BrainPop support ELLs' English language development. To enhance their learning, we also use supplemental materials such as flashcards, games, nursery rhymes, big books, reader's theatre, color charts, puppets, letter tiles, and interactive images with text.

PART V- 18- At the beginning of the school year, we offer a parent open house to inform parents about what their child will be learning and how the school day will be structured throughout the year. In addition, we are currently in the process of compiling a newcomers' packet with key vocabulary and phrases in English and in their home language, home activities, a map of the school, bilingual books for parents to read to their children and how to seek outside resources to support their child's learning.

PART V- 19- At this time, P.S. 971 does not offer electives to the ELL population.

PART V- 20- As of now, the Dual Language program is not available at our school.

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ruth Stanislaus	Principal		1/1/01
Marie Desforges	Assistant Principal		1/1/01
Yusef Abdullah	Parent Coordinator		1/1/01
Thiri Soe/Celeste Khuu	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Adalgisa Linares	Coach		1/1/01
Hussain Abdullah	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 20K971

**School Name: School of Math, Science & Healthy
Superintendent: Karina Costanti**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

The data and methodologies used to assess translations consist of:

- Home Language Identification Survey
- Teacher family information packets survey
- Blue cards
- ELL enrollment of students
- Examining the levels of students on 2014-2015 NYSESLAT scores that may reflect the level of English spoken in the home
- ATS report (RHLA)

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Chinese Spanish and Arabic

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

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

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

1. Parent Teacher Conferences (face-to-face): 9/17/15, 11/4/15 (evening), 11/5/15 (afternoon), 3/2/2016 (evening), 3/3/2016 (afternoon), 5/12/16
2. Tuesdays Parent Connect Time- Ongoing throughout the year
3. Parent Orientation Meetings- Ongoing throughout the year
4. Parent Meetings with ELL Parents- once a year for every ELL parent

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

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

guidance counselor in using high school students within their community service program for parent teacher conferences.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Currently at P.S. 971, the interpretation services are provided in-house by our school staff. We have made it a point to hire Mandarin, Spanish and even a staff member for sign language. In the case of low-incidence languages, the Translation and Interpretation Unit will be contacted for assistance. We keep a roster of bilingual staff who can be called upon to interpret. All translation requests are submitted in a timely manner to the DOE T&I Unit to ensure that translated documents are distributed at the same time as English documents.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Staff will be made aware of all translation unit services through the way of our professional development Monday. In addition, information will be placed in the staff handbook. We are planning a professional development session to inform all staff on translation and interpretation services. During this training, teachers and staff will receive a copy of "I Speak..." card which will include the phone number for over the phone interpretation.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

We will place a copy of the Chancellor's reg A-663 in the main office for the use of parents who wish to read the translation policy. We also send home all brochures and notifications in English, Mandarin and Spanish via student backpack.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Besides our school environmental survey, via our school website, we have parent surveys that allow parents to give feedback to us in regards to services we have for them. During PTA meetings, parent conferences, social functions and parent visitation days. notices are given to parents notifying them of all services in our school. Surveys are occasionally sent home to parents after specific workshops, meetings and events for feedback.