

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

30Q171

School Name:

P.S. 171 PETER G. VAN ALST

Principal:

ANNE BUSSEL

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Peter Van Alst School Number (DBN): 30Q171
PK-5
Grades Served:
School Address: 14-14 29th Avenue, Long Island City, NY 11102
Phone Number: 718-932-0909 Fax: 718-932-6749
School Contact Person: Laura Kavourias Email Address: lkavour@schools.nyc.gov
Principal: Anne Bussel
UFT Chapter Leader: Carmela Caro
Parents' Association President: Olga Silva
SLT Chairperson: Francine Ferrari
Title I Parent Representative (or Parent Advisory Council Chairperson):
Student Representative(s):

District Information

District: 30 Superintendent: Dr. Philip Composto
28-11 Queens Plaza North
LIC, NY 11101
Superintendent's Office Address: Pcompos@schools.nyc.gov
Superintendent's Email Address:
Phone Number: 718-391-8323 Fax: 718-391-6147

Borough Field Support Center (BFSC)

BFSC: Queens North Director: Lawrence Pendergast
Director's Office Address: 28-11 Queens Plaza North, LIC, NY 11101

Lpender@schools.nyc.gov

Director's Email Address:

917-225-2020

Phone Number:

Fax: 718-391-8320

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) |
|---------------------------|-----------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| Anne Bussel | *Principal or Designee | |
| Alyssa Goldinger | *UFT Chapter Leader or Designee | |
| Olga Silva | *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 | |
| Lavrentia Laura Kavourias | Member/ AP IA | |
| Jo Elle Miner | Member/ Para | |
| Francine Ferrari | Member/ Teacher | |

| Name | Position and Constituent Group Represented | Signature (Blue Ink) |
|---------------------|--------------------------------------------|----------------------|
| Cathleen Ferrari | Member/ Teacher | |
| Aura Lazo | Member/ Parent | |
| Catherine O'Connell | Member/ Parent | |
| Lusa Ahmed | Member/ Parent | |
| Cynthia Hines | Member/ Parent | |
| Juss Ubertini | Member/ Parent | |
| | Member/ | |
| | 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.

P.S. 171 is a Title I, elementary (Pre-K-5) school, located in Astoria, Queens. We serve a population of about 579 children, most of whom are immigrants, including first-generation. Our students represent the multi-ethnic, multicultural neighborhood of Astoria, where many new immigrants arrive daily. There are over 20 nationalities represented among our students. Over 19% of our children are English Language Learners and over 80% of them come from homes in which languages other than English are spoken. Spanish is the predominant language spoken by our students. However, we also have students who speak Arabic, Urdu, Bengali, Punjabi, Chinese, Portuguese, and Farsi. The school population comprises 25% Black, 51% Hispanic, 4% White, and 19% Asian students. The student body also includes 20% special education students. Boys account for 52% of the students enrolled and girls account for 48%. The average attendance rate for the school year 2014-2015 was 91%.

Our vision is to create a highly collaborative environment, among staff, parents, and children, in which we prepare students for college and career readiness by attending to the whole child. We employ research-based best practices while piloting new academic programs and interventions to provide students with various avenues to success in school and in life. Our high expectations for student performance, in tandem with NYC Common Core State Standards, are routinely communicated to all relevant parties as part of our daily practicum.

Despite our pattern of improving, mainly in reference to the improvement of Collaborative Teachers and Supportive Environment, we recognize the ever-changing nature of students, families, and pedagogy. Therefore, we have considered avenues of continued improvement and we have chosen the following areas of focus for the 2015-2016 school year: 1) increasing the number of ELL students attaining proficiency on the NYSESLAT by providing professional development for all teachers in the implementation of effective ESL scaffolds, monitoring the implementation of such scaffolds through the Advance observation system; 2) engaging all students in meaningful classroom conversations, as measured by participation in small group and whole class conversation periods; 3) implementing strategies, indicated in the school-wide instructional focus, as measured by a 5% improvement in Advance ratings in component 3c (Engaging Students in Learning); 4) Providing differentiated support systems for all students, including those at risk and those at enrichment levels, by improving students' progress rate on the NYS ELA and Math assessments by 2%; and 5) communicating with parents, via written correspondence, on a regular, frequent basis by providing them with monthly curriculum newsletters and assessment-specific, individualized performance letters as measured by a needs-assessment survey distributed in May 2016.

All of the above goals have been determined after careful consideration of our school data and a commitment to effectively creating a learning environment of professionalism and academic rigor within the context of camaraderie, mutual respect, and shared trust.

30Q171 School Information Sheet

| School Configuration (2014-15) | | | | |
|-----------------------------------------------------------------|----------------------|-------------------------------------------------|-----|-----------------------------------------------|
| Grade Configuration | PK,0K,01,02,03,04,05 | Total Enrollment | 561 | 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 | 88.7% | % Attendance Rate | | 90.5% |
| % Free Lunch | 89.1% | % Reduced Lunch | | 5.0% |
| % Limited English Proficient | 16.6% | % Students with Disabilities | | 18.7% |
| Racial/Ethnic Origin (2013-14) | | | | |
| % American Indian or Alaska Native | 0.7% | % Black or African American | | 25.4% |
| % Hispanic or Latino | 48.7% | % Asian or Native Hawaiian/Pacific Islander | | 20.6% |
| % White | 4.5% | % Multi-Racial | | N/A |
| Personnel (2014-15) | | | | |
| Years Principal Assigned to School (2014-15) | 27.16 | # of Assistant Principals (2014-15) | | 2 |
| # of Deans (2014-15) | N/A | # of Counselors/Social Workers (2014-15) | | 2 |
| Personnel (2013-14) | | | | |
| % of Teachers with No Valid Teaching Certificate (2013-14) | N/A | % Teaching Out of Certification (2013-14) | | 13.6% |
| % Teaching with Fewer Than 3 Years of Experience (2013-14) | N/A | Average Teacher Absences (2013-14) | | 8.5 |
| Student Performance for Elementary and Middle Schools (2013-14) | | | | |
| ELA Performance at levels 3 & 4 | 18.3% | Mathematics Performance at levels 3 & 4 | | 27.5% |
| Science Performance at levels 3 & 4 (4th Grade) | 82.8% | 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 | | YES |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | | YES |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | YES | 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 | | YES |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | | YES |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | YES | 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 | YES | 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 | YES | | | |
| 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.

Based on our 2014-2015 work with the Danielson’s Framework for Teaching, as well as the Advance observation system, we have found that component 3b, using questioning and discussion techniques, has been a challenge. Teachers were asking higher order questions, however, students – particularly our ELLs – were having difficulty expressing responses and discussing them at length.

Additionally, a review of the 2014 NYSESLAT scores showed the speaking component to be a weakness, holding many students back from attaining proficiency. Our MOSL ratings also reflected student progress and performance for our ELLs to be a weakness.

Historically, our Progress Reports have indicated a weakness in the area “closing the achievement gap for subgroups, including ELLs.”

Our most recent Quality Review indicated that although we received Well Developed in components 3.4 (School Culture) and 4.2 (Systems for Improvement), we needed to focus on a deeper analysis of student data and to continue adjusting instructional decisions at the team and classroom levels.

Informed by Capacity Framework Element, “Rigorous Instruction,” and current demographic data, academic data, and our most recent Quality Review, there is a need to develop more refined language function and structure scaffolds to encourage all students, especially ELLs, to engage in meaningful classroom conversation around academic and social content. This needs assessment informed the development of the annual goal listed below.

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, Measurable, Achievable, Relevant, and Time-bound.

In order to improve instruction for our English Learners we will provide professional development for all teachers in the implementation of effective ENL scaffolds so that by June 2016 there will be a 3% increase in the number of students moving up at least one level (i.e. entering to emerging) as measured by the New York State English as a Second Language Achievement Test (NYSESLAT).

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) 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>Instructional Actions/ Strategies/ Activities</p> <p>Teachers will analyze results of the 2015 NYSESLAT to determine specific areas of weaknesses for ELLs.</p> <p>Based on findings, school leaders and teachers will develop a Professional Development Calendar.</p> <p>Teachers will conduct running records with students and confer with them to establish goals and a sense of accountability toward meeting those goals.</p> <p>Teachers will differentiate ELA strategies for students, conduct strategic small group instruction, provide print-rich classroom environments, implement ways to monitor individual participation in classroom conversations, and create language structure prompts (verbal and written) to assist students, especially ELLs, with the formulation of appropriate, meaningful responses. These instructional supports will be provided with the research-based curriculum Ready Gen framework model of literacy instruction.</p> <p>Teachers will use Higher Order Questioning (HOT Question) to help students organize their thinking and, thereby, scaffold conversational and written work.</p> <p>Teachers will implement research-based technological programs (MindPlay) to improve ELLs reading comprehension and phonics skills.</p> <p>School leaders will monitor student progress through routinely collected data, such as MindPlay progress</p> | <p>All teaching and support staff.</p> | <p>September 2015 through June 2016</p> | <p>School leadership, District 30 specialists, Staff Developers, Teacher Teams, ESL Teachers</p> |

| | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|-----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>reports, Progress Reports, Report Cards, and the Advance observation process. RTI.</p> <p>Teacher Teams analyze curriculum and devise plans for implementation and modification, providing for multiple entry points and increasing rigor in instruction aligned with best teaching practices and the CCSS.</p> | | | |
| <p>Professional Development</p> <p>Teachers will attend professional development sessions, offered by ReadyGen , District 30 specialists, and the NYCDOE Department of ENLs, regarding the implementation of effective ENL scaffolds.</p> <p>Teachers will learn, turnkey, and implement ELA strategies in accordance to their students' areas of strength/ weakness.</p> <p>School leaders, Parent Coordinator, and ESL Coordinator will develop parent workshops to communicate best strategies for home practice.</p> <p>ESL Coordinator will provide teachers with professional development focused on understanding the expectations of the NYSESLAT, language acquisition and implementations for instruction, and content and language goals aligned to CCSS, for the implementation of effective scaffolds for ELLs.</p> | <p>School leaders, all teachers, parents of ELLs</p> | <p>September 2015 through June 2016</p> | <p>School leadership, teachers ReadyGen staff developers, District 30 Specialists, NYCDOE Department of ELLs Personnel, Parent Coordinator</p> |
| <p>Additional Programming for ELLs</p> <p>Title III ESL Afterschool to provide additional instructional time and strategies practice, with a focus on test preparation, vocabulary building, and language acquisition.</p> <p>Special trips for ELLs covered under the Title III program provide exposure to settings and experiences beyond the school community.</p> | <p>Selected teachers and selected ELLs</p> | <p>September 2015 through June 2016</p> | <p>School leadership, ESL teachers, parent of ELLs</p> |
| <p>Teacher-Parent- Student Bonding Opportunities</p> <p>Students are encouraged to attend parent-teacher conferences with their parents as a means of fostering home-school connections.</p> <p>Teachers routinely encourage parent participation in trips, holiday celebrations, and class/school performances.</p> <p>School leaders and teachers routinely provide students and parents with communications (translated as</p> | <p>School leaders, parents, students, teachers, Parent Coordinator and support staff</p> | <p>September 2015 through June 2016</p> | <p>School leadership, PTA, Parent Coordinator, teachers</p> |

| | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|
| <p>necessary) regarding school events, curriculum items, and helpful strategies for conversational building.</p> <p>All staff work together with SBST (School Building Support Team), guidance, and Parent Coordinator to ensure student safety, academic accountability, and appropriate behavior.</p> <p>PTA in conjunction with the Parent Coordinator provide opportunities for parents to engage in the school environment, by offering opportunities, such as Math Night, PJ's and a Book Night, and Hoedown (Western Party), for school leaders, parents, teachers, and support staff to engage within social context.</p> <p>Teachers volunteer to work at Math Night, PJ's and a Book Night, and Hoedown (Western Party), and other events planned by the PTA in conjunction with the Parent Coordinator.</p> <p>Many workshops are offered for parents during the day and are posted on Monthly Calendar. These include; Transitioning to Kindergarten, Health workshop, Integrating technology into Literacy and Math, and monthly themed workshops .</p> | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|

Part 4 – Budget and Resource Alignment

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|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <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> |
| <p>Schedule adjustments and substitute coverage to facilitate PD</p> <p>Common Prep Time</p> <p>Technological support for MindPlay</p> <p>Use of Teacher Teams, peers, ReadyGen and District 30 Specialists</p> <p>TC Workshop attendance</p> <p>Additional collaborative planning time</p> <p>The Danielson Framework and Advance for Teacher Evaluations</p> <p>Translation resources</p> <p>Utilizing licensed ENL staff members and members of the ENL Committee to provide staff development</p> |
| <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 | X | Title III, Part A | | 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.

By January 2016, there will be a 3% increase in ENLs demonstrating progress in the 4 ELA modalities, as measured by TCRWP Running Records, student writing scores on published work, and the “ENL” section of Progress Reports. School leadership, ENL staff, and the data specialist will review the percentages of ENLs who have demonstrated progress in the 4 modalities.

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 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.

Based on our 2014-2015 work with the Danielson’s Framework for Teaching, as well as the Advance observation system, we have found that component 3b, using questioning and discussion techniques, has been a challenge. Students were not demonstrating progress in participation in classroom conversations. Furthermore, ELLs experienced difficulty entering into meaningful conversations with peers.

Additionally, a review of the 2014 NYSESLAT scores showed the speaking component to be a weakness, holding students back from attaining proficiency.

Our MOSL ratings reflected student progress and performance to be a weakness for ENLs.

Historically, our Progress Reports have indicated a weakness in the area “closing the achievement gap for subgroups, including ELLs.”

Our most recent Quality Review indicated that school leaders and faculty strongly align curricula to CCSS, thereby promoting college and career readiness for all students. Students of all performance levels and subgroups are exposed to carefully planned, rigorous, yet differentiated instruction. This being the case, clear evidence of the Danielson Framework for Teaching can be found across the vast majority of classrooms, in both teaching practice and student work performance. Additionally, P.S. 171 Q has recognized the need for ongoing, meaningful, frequent communication and collaboration among school leaders, faculty, and parents. Consequently, our high expectations and mutual accountability for meeting them are known and supported. With regard to professional culture, P.S. 171 Q has achieved a high level of collaboration among faculty, resulting in school-wide instructional coherence. Key elements of teacher work are routinely analyzed and refined, and effective teacher leadership roles have been implemented. Our collaborative culture has engendered the use of common assessments that clearly track and reveal student progress within and across the years.

Informed by Capacity Framework Element, “Supportive Environment,” current data, and our most recent Quality Review, there is a need to provide additional opportunities for ELLs to socialize within academic and social environments. This needs assessment informed the development of the annual goal listed below.

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.

By June 2016, 75% of teachers will be rated effective or highly effective on school-created rubric aligned to Danielson component 3b and the Common Core Learning Standard for Speaking and Listening. This will assist in increasing the ability of all students to participate in classroom discussions as well as apply higher order thinking skills across the curriculum. The teachers will create rigorous lessons that deepen understanding where students participate

effectively in a range of conversations and collaborations, present information, findings and supporting evidence such that listeners can follow the line of reasoning so that

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) <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> |
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| <p>Instructional Actions/ Strategies/ Activities</p> <p>Teachers will review 2015 NYSESLAT results to determine areas of strength and weaknesses for ELLs.</p> <p>Based on findings, school leaders and teachers will develop a professional development schedule to address the areas of weaknesses for ELLs.</p> <p>Teachers will provide additional conversation time within the read aloud period, implementing “wait/processing time” for student responses.</p> <p>Dance Instructor will implement lessons to improve students’ presentation self-esteem and listening skills during dance class.</p> <p>Teachers will collaborate on grade and Teacher Teams to develop and implement a common language and best practices for effectively scaffolding accountable talk and developing sophisticated questioning and discussion techniques throughout all curriculum areas.</p> <p>Teacher teams and teachers will refine curriculum, creating adaptations of ELLs and SWDs.</p> <p>Students will receive direct instruction, modeling, and scaffolds from teachers to implement the best practices for</p> | <p>All teachers and students</p> | <p>September 2015 through June 2016</p> | <p>School Leadership, Teacher Teams, all teachers, all support staff, Music teacher, and Dance Instructor</p> |

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| <p>participating in accountable talk and taking ownership of conversations, with teacher as facilitator.</p> <p>Teachers of the arts involve students of all levels in training and schoolwide performances, which lead to additional venues for social and arts-related conversations.</p> <p>A team consisting of administration, classroom, and ESL teachers will work together to create a cohesive rubric to measure/ monitor quality and quantity of student participation in discussions.</p> <p>Students will present the Pledge of Allegiance in the morning.</p> | | | |
| <p>Professional Development</p> <p>Professional development will be provided through ReadyGen developers, District 30 specialists, and NYCDOE Department of ELLs.</p> <p>Teachers will turnkey information during Mondays, intervisitation periods, and other scheduled timeframes.</p> | All teachers | September 2015 through June 2016 | School Leadership, teachers, ReadyGen developers, and District 30 Specialists |
| <p>Additional Programming for ELLs</p> <p>MindPlay, for ELLs, will be implemented to allow students additional avenues of language acquisition and vocabulary development.</p> <p>After School and Saturday Programs</p> | ELLs | September 2015 through June 2016 | School Leadership, ESL teachers, Technology Specialist |
| <p>Teacher-Parent-Student Bonding Opportunities</p> <p>Parent participation on trips</p> <p>PTA Family Nights and fundraisers</p> <p>ESL workshops for parents</p> <p>Guidance, Parent Coordinator, and SBST staff coordinate meetings among students, teachers, school leaders, and themselves, during which communication among all parties is encouraged.</p> <p>Building non academic conversations into instructions</p> | Selected students, ELLs | September 2015 through June 2016 | School Leadership, teachers, PTA parents, Parent Coordinator, guidance personnel, and SBST |

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.

Title III funding for staffing for ELL experiences outside the school day
 ReadyGen and Envisions Professional development funding

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

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| X | Tax Levy | X | Title I SWP | | Title I TA | | Title II, Part A | X | Title III, Part A | | 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.

By January 2016, there will be 50% increase in all students demonstrating progress in engagement of meaningful classroom conversations, as measured by Classroom Conversation Chart data and checklist.

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.

Based on our 2015-2016 school-wide instructional focus, which is to improve instruction and scaffolding techniques, for ELLs and SWD’s, that allow for:

- multiple entry points
- increase engagement
- vocabulary acquisition and transference to strengthen their performance and proficiency across all curriculum areas,

We determined that greater professional collaboration, among teachers on the same grade and across all grade levels, would be necessary to create and implement consistent, effective scaffolds, using common language, that allow for greater student engagement in learning, in accordance to Danielson component 3c.

Furthermore, our 2015-2016 work with Danielson’s Framework for Teaching, as well as the Advance observation system, indicated that components 3b, Using Questioning and Discussion Techniques and 3c, Engaging Students in Learning have been a challenge. Students were not assuming their roles as leaders of classroom conversations and many ELLs and SWD’s, due to their limited English proficiency and social timidity, were disengaging from opportunities to during academic conversations.

Additionally, a review of the 2014 NYSESLAT scores show the speaking component to be a weakness, holding many students back from attaining proficiency.

Our MOSL ratings reflected student progress and performance for ELLs to be a weakness.

Historically, our Progress Reports have indicated a weakness in the area “closing the achievement gap for subgroups including ELLs.”

Our most recent Quality Review indicated that school leaders and faculty strongly align curricula to CCSS, thereby promoting college and career readiness for all students. Students of all performance levels and subgroups are exposed to carefully planned, rigorous, yet differentiated instruction. This being the case, clear evidence of the Danielson Framework for Teaching can be found across the vast majority of classrooms, in both teaching practice and student work performance. Additionally, P.S. 171Q has recognized the need for ongoing, meaningful, frequent communication and collaboration among school leaders, faculty, and parents. Consequently, our high expectations and mutual accountability for meeting them are known and supported. With regard to professional culture, P.S. 171Q has achieved a high level of collaboration among faculty, resulting in school-wide instructional coherence. Key elements of teacher work are routinely analyzed and refined, and effective teacher leadership roles have been implemented. Our collaborative culture has engendered the use of many common assessments that clearly track and

reveal student progress within and across the years. However, we need to lift the level of consistency across each grade so that both peer checklists and rubrics contain all key components of the CCSS as they relate to ELA.

Informed by Capacity Framework Element, “Collaborative Teachers,” current data, and our most recent Quality Review, there is a need for teachers to dedicate some of their collaborative time to compare peer checklists with CCSS –based rubrics to ensure coherence between both assessment tools across grades. Collaborative efforts in this area will facilitate a greater degree of differentiation and specificity in the implementation strategies necessary to engage students in the learning process. This needs assessment informed the development of the annual goal listed below.

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, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, teachers and teacher teams will align assignments and assessments of instruction, and create opportunities that challenge students to engage at higher levels of learning so that there is an overall increase of 5% on Danielson component 3c –Engaging Students in Learning as measured by ratings in the Advance system.

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) <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> |
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| <p>Instructional Actions/Strategies/ Activities</p> <ul style="list-style-type: none"> • Teachers will participate in grade meetings and collaborative planning and inquiry work on Mondays and other scheduled days throughout the year to align checklists and rubrics and to create differentiated scaffolds based on inquiry findings. • Teachers and support staff will participate in in-house intervisitations to learn new practices and strategies for student engagement. | <p>School leaders, all teachers, support staff, and students</p> | <p>September 2015 through June 2016</p> | <p>School leadership, teachers, guidance counselor, Parent Coordinator, and SBST staff</p> |

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| <ul style="list-style-type: none"> • School leaders, teachers, and support staff will collaborate to provide students and families with academic information in translated formats. • Teachers will implement cohesive assessment tools and evaluate their continued suitability for student use. • School leasers will administer Advance observations and evaluate the results. | | | |
| <p>Professional Development</p> <ul style="list-style-type: none"> • School leaders, teachers, and support staff will participate in professional development on Mondays and other scheduled days. • Selected teachers will attend District 30 professional development sessions, NYC DOE workshops, TCRWP calendar days, and turn-keying information to colleagues. • Guidance, SBST, and support staff will attend scheduled workshops around student behavior interventions and family issues, turn-keying information to pertinent staff on Mondays. | All staff members and students | September 2015 through June 2016 | School leadership, teaching and support staff, ReadyGen developers, District 30 specialists, NYC DOE specialists |
| <p>Additional Programming</p> <ul style="list-style-type: none"> • Jacob Riis • After-school and Saturday Test Preparation programs will be implemented to familiarize students with test language and protocols | All teachers and selected students | September 2015 through June 2016 | School leadership, selected teachers, Technology/Data specialist, partnership organizations |
| <p>Teacher-Parent-Student Bonding Opportunities</p> <ul style="list-style-type: none"> • Parents will be invited to participate in workshops focusing on curriculum areas, CCSS, and expected student outcomes. • PTA Family Nights will provide opportunities for school leadership, families, and teachers to interact within the context of engaging educational activities, such as interactive read alouds and artistic performances. • School leaders will work closely with the Parent Coordinator to ensure that events are communicated in various languages pertinent to our school population. | School leadership, all teachers, parents, and students | September 2015 through June 2016 | School leadership, teachers, Parent Coordinator, PTA |

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| <ul style="list-style-type: none"> • Teachers will invite parents into classrooms to participate in special celebrations. • School leadership welcomes parent visitations during school hours. • Parent Coordinator often serves as communication liaison between school leadership, teachers, support staff and families in need of translation services. | | | | |
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Part 4 – Budget and Resource Alignment

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| 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. | | | | | | | | | | | |
| Salary for per session staffing | | | | | | | | | | | |
| Schedule adjustments and per diem coverages for PD | | | | | | | | | | | |
| Common Prep time | | | | | | | | | | | |
| Team Meeting Time | | | | | | | | | | | |
| Use of Teacher Teams for PD | | | | | | | | | | | |
| Danielson Framework and Advance for teaching evaluations | | | | | | | | | | | |
| 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 | X | Title III, Part A | | Title III, Immigrant |
| | C4E | | 21 st Century Grant | | SIG/SIF | | PTA Funded | | In Kind | | Other |

Part 5 – Progress Monitoring

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| 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. |
| By January 2016, there will be an increase of 3% of teachers and teacher teams aligning assignments and assessments of instruction, and creating opportunities that challenge students to engage at higher levels of learning . |
| 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.

Acknowledging declines in our 2014 NYS ELA, NYS Math, and NYSESLAT scores, we decided to focus on improving student progress through further differentiation of instructional support, especially with regard to at-risk students and students in need of enrichment. Historically, our Progress Reports have indicated a weakness in the area "closing the achievement gap for sub groups, including ENL's"

Our most recent Quality Review indicated that emphasis had to be placed on continuous assessment of students and developing cohesive assessment systems and tools that are aligned to the curriculum that will reveal patterns and trends across grades and subjects.

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.

To provide targeted and differentiated professional development based on feedback from teacher observations that will elevate teacher practice in their content areas so that by June 2016 there will be an increase of 5% in the percentage of teachers responding Agree/Strongly Agree to the prompt, “I am receiving more frequent feedback about my performance” as measured by the NYC School Survey.

Part 3 – Action Plan

| 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: <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. | Target Group(s) Who will be targeted? | Timeline What is the start and end date? | Key Personnel Who is responsible for implementing and overseeing the activity/strategy? |
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| Through district-wide collaboration teachers will attend professional development on a monthly basis specifically in their areas of content area expertise/ focus. | Students performing above grade level standards | December 2015 through June 2016 | School leadership and Technology Specialist |
| Monday afternoon professional development time to include professional development by teachers for teachers. Lead teachers who attend outside professional development including from the District 30, ReadyGen and other workshops will turnkey information to colleagues during this time. | At-risk students | December 2015 through June 2016 | School leadership and selected teachers |
| Teachers participating on lead teacher teams will present information to colleagues during common prep periods and Monday afternoon professional development time. | At-risk students and students performing above grade level | September 2015 through June 2016 | School leadership and all teachers |
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Part 4 – Budget and Resource Alignment

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| 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. | | | | | | | | | | | |
| <ul style="list-style-type: none"> • Scheduling adjustments • Collaboration time with guidance counselor and SBST • Instructional resources (prompt cards, facilitator guidelines) for teachers • Network support and collaboration | | | | | | | | | | | |
| 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 | X | Title III, Part A | | Title III, Immigrant |

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| | C4E | | 21 st Century Grant | | SIG/SIF | | PTA Funded | | In Kind | | Other |
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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.

By January 2016, school leadership and staff will review participation records to measure changes in the number of at-risk and high-achieving students participating in leadership roles within the school community. We also will compare the existing number of student leadership opportunities with the number of student leadership opportunities that exists in January.

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.

Based on conversations with parents, and feedback from teachers it was determined that parents would like to hear more about their child’s performance in school, and the content of the curriculum they’re engaging in on a daily basis. Parents requested support in helping their children complete homework assignments, and reinforcing strategies that are taught during the school day. Furthermore, recommendations have been made to strengthen the quantity and quality of translation services provided by the school to increase the effectiveness of parent communication.

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.

Communication with parents will improve by providing them with written correspondence on a continuous basis via monthly curriculum newsletters, and assessment specific individual performance letters .

In order to collaborate with families as full partners in the learning and development of their children we will increase the amount of curricular and assessment information sent home to families by 50% so that by June 2016 there will be a 2% increase in parents responding Agree/Strongly Agree to the prompt, “My child’s school keeps me informed about what my child is learning,” as measured by the New York City School Survey.

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> |
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| <p>Instructional Actions/ Strategies/ Activities</p> <p>Lead Math Teachers will devise and coordinate distribution of parent letters to accompany each chapter math test. These letters indicate students' test scores as well as the specific skills and strategies that should be practiced at home.</p> <p>Team Teacher members compose monthly curriculum blurbs in all subject areas. School leader compiles this information and presents it in written format to families.</p> <p>Teachers prepare individualized communications to parents in the form of informal notices that advise parents of student's overall performance and/ or performance in specific curriculum areas.</p> <p>Teachers develop written parent communications, such as class newsletters informal notices, doctor-requested forms, emails, and other web-based texts during the Tuesday parent communication period.</p> <p>Technology/Data Specialist will develop and maintain a school website.</p> <p>Parent Coordinator facilitates translation of curriculum-related documents sent home to parents.</p> <p>Teachers send Reading Level Parent letters home to advise parents of student progress.</p> <p>Teachers send home graded assessments for parent review and signature.</p> | <p>All parents</p> | <p>September 2015 through June 2016</p> | <p>School Leadership, all teachers, District 30 specialists, Teacher Teams, Parent Coordinator, Technology/ Data</p> |

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| <p>School leaders and Parent Coordinator compile monthly calendars, including important assessment dates and extracurricular information.</p> <p>During standardized testing periods, school leaders compose and distribute parent communications with important dates and test readiness tips.</p> <p>In addition to regular report cards and ESL report cards, school leaders and teachers coordinate completion and distribution of 3 academic progress reports in between report card cycles.</p> <p>Teachers of students with disabilities provide parents with IEP goal updates and report cards.</p> <p>School leaders, Parent Coordinator, and teachers compose and disseminate parent letters regarding Tripod Survey administration and NYC School Survey administration.</p> <p>School leaders will strategically hire candidates who are bilingual in languages of need.</p> | | | |
| <p>Professional Development</p> <p>Guidance, Special Education Teachers, and SBST staff guides teachers in the appropriate composition of letters to parents regarding specific behaviors which impede academic progress.</p> <p>Select teachers and staff members attend NYC DOE, District 30 workshops as new curriculum/assessment-related parent communications come into being. They turnkey information to school leaders, teachers, and pertinent support staff during PD Mondays and at other scheduled times.</p> <p>School leaders disseminate information to staff regarding new parent communication needs and protocols as they arise.</p> <p>SBST trains teachers of students with disabilities on the use of SEIS, which facilitates written communication with parents regarding students' IEP goals.</p> <p>NYC School Survey assistance is made available during the survey period and during the spring parent-teacher conferences to facilitate survey comprehension and completion by all parents.</p> | <p>School Leadership, guidance and SBST</p> | <p>September 2015 through June 2016</p> | <p>School Leadership, all teachers, District 30 specialists, Teacher Teams, Parent Coordinator, Technology/ Data Specialists, SBST, guidance, NYC DOE, PTA</p> |

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| <p>School leaders and Parent Coordinator develop incentives for NYC School Survey completion and communicate survey information and instructions to parents.</p> <p>School leaders attend professional development for updates regarding administration of Tripod Survey.</p> <p>Staff will be trained in utilizing the over the phone translation service provided by the DOE.</p> | | | |
| <p>Additional Programming for ELLs</p> <p>School leadership, selected teachers, and parent Coordinator collaborate to devise written communication to parents of ELLs.</p> <p>School leadership and Parent Coordinator facilitate translation of NYC School Survey information and Tripod Survey-letters to parents.</p> | All parents | September 2015 through June 2016 | School Leadership, teachers of ELLs and former ELLs, Parent Coordinator |
| <p>Teacher- Parent- Student Bonding Opportunities</p> <p>Monthly invitations to morning and afternoon Parent Workshops are distributed to educate parents about initiatives and instructional strategies for helping their students. Parenting topics are also covered.</p> <p>PTA disseminates written communications and, with the assistance of Parent Coordinator, displays posters announcing upcoming events, such as Family Fun Night, PJ's and a Book Night. UNO FUNDRAISER</p> <p>School leaders, PTA, fifth-grade teachers, guidance, cluster specialist, and Technology/ Data Specialist collaborate to coordinate an annual Awards Ceremony in June, to which parents are invited.</p> | School Leadership, all teachers, parents, PTA | September 2015 through June 2016 | School leadership, selected teachers, parents, PTA |

Part 4 – Budget and Resource Alignment

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| <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> |
| <p>Team Teaching collaboration time</p> <p>Aides' support for photocopying schoolwide documents</p> <p>Meeting and preparation time for Math Team Teachers</p> <p>Translation services</p> <p>Meeting space</p> |

PTA members and teaching staff for events

PD schedule

NYC School Surveys

Tripod Surveys

PTA meeting schedule

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

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| X | Tax Levy | | Title I SWP | X | Title I TA | | Title II, Part A | | Title III, Part A | | 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.

By January 2016, there will be a 25% increase in the amount of curricular and assessment information sent home to families, so that by June 2016 there will be a 2% increase in parents responding Agree/Strongly Agree to the prompt, “My child’s school keeps me informed about what my child is learning,” as measured by the New York City School Survey.

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) | Students who are at or near benchmark for various levels, to show growth. | Guided Reading, small group work, modeling, shared reading | small group, in class support, after-school, one-to-one | during the school day, after-school |
| Mathematics | Students who are at or near benchmark for various levels in math, to show growth in mathematical concepts | enrichment activities, game time | small group | during school, after school |
| Science | Students who are at or near benchmark for various levels, to show growth. | enrichment activities, modeling, experiments | small group, partner work | during school |
| Social Studies | Students who are at or near benchmark for various levels, to show growth. | small group | small group, in class | during the school, in connection with ELA |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | child who has gone through Tier I and Tier II of RTI and is not showing academic progress | SETTS | small group, in class support | during the school day |

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. | | | |
| X | Schoolwide Program (SWP) | | Targeted Assistance (TA) Schools |
| | | | Non-Title I |

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

| |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified. |
| <p>Recruitment: For the past two years we have not been in a position to recruit due to budget issues, however when we are in need the administration interviews candidates and requires each to perform a demonstration lesson. Credentials are then forwarded to our Borough Office HR Director for verification. PS 171 participates in interviewing applicants from the Open Market and Absent Teacher Reserve.</p> <p>Retention: We do not have an issue with retaining personnel.</p> <p>Assignments: Positions are assigned according to UFT mandates wherever and whenever feasible. Skills and abilities are always taken into consideration.</p> <p>Support: -each grade level has a minimum of one common prep weekly</p> <p>-Weekly grade conferences are conducted</p> <p>-bi-weekly professional development is made available for each grade level</p> <p>-City Year provides AIS in grades 3, 4 and 5 daily</p> <p>-PS 171 houses a professional library for teacher use</p> <p>-new teachers are assigned a school mentor</p> <p>-teachers are provided with all necessary instructional materials</p> <p>Prior to hiring a candidate, their credentials are verified by our Borough Office HR Director to ensure that the candidate holds a valid NYS certification in that license area. The BEDS survey is reviewed by the Principal and the HR director who work with our school to ensure that every teacher's assignment aligns with their license area so that all teachers are reported as Highly Qualified on the BEDS Survey.</p> |

Strategies and activities used to attract high-quality highly qualified teachers to our school include:

- Frequent communication with our Network HR Director when vacancies occur.
- Central Office of Talent and Recruitment partners with colleges and the HR Director partners with Central for assistance and guidance and for candidate referrals.
- Interviewing HQT candidates from The Open Market Hiring System and the Absent Teacher Reserve (ATR) Pool.
- Establishing a rigorous interview protocol that includes intensive criteria for the selection of new staff members including demonstration lessons, interviews, and New York State certification/licensing.
- Maintaining a teacher resource center and professional library to promote promising and effective practices.
- Teachers will be provided with curriculum maps, instructional resources and professional learning opportunities.

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).

1. Each grade has a minimum of common meeting prep, weekly
2. Weekly PD on Mondays and Tuesday afternoons
3. Daily open access and professional development is available at the Teacher Center Specialist Center
4. Teacher Center available to provide staff with resources (before school, during school, after school)
5. PS171 houses a professional library for teacher use
6. Mentors assigned to new teachers
7. Teachers provided with all required instructional materials
8. Grade level meetings

Weekly Professional Development provided by Administration, Team Leaders, Literacy Coach, including Danielson; UDL; scaffolding; differentiation; thinking maps; scaffolding; ReadyGen; Envisions; CCLS; DOK; RTI; PRIM; use of manipulatives; technology; Promethean Board, STARS; running records; guided reading; comprehension strategies; questioning; Assessment Pro; Schoolnet; conferencing notes; Foundations; Wilson; Understanding by Design; functionality of Inquiry Teams -

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.).

To better prepare our Early Childhood, the Pre-k staff is involved in PD that is delivered to the elementary school staff, so that they are knowledgeable of the curriculum and standards that are addressed. In addition, there are Parental Activities that are facilitated in collaboration with the elementary school staff. Throughout the year, PDs are facilitated where the Early Childhood records are shared with the elementary school staff so they can gain insight into the social and academic development of the children.

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.

Teams are developed (Literacy and Math) and are scheduled to meet monthly to discuss the selection of various sources of appropriate assessments that can be used to measure student growth. Consideration needs to be given to the specific needs of our students. In addition, the Team leaders then share these suggestions with each grade to gain their input and then reconvene to decide on which best practices will support the student's academic growth.

PD is provided by administration in disaggregating the data and discussing and sharing best practices.

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 | 276,565.00 | X | 5A, 5B, 5C, 5D, 5E |
| Title II, Part A | Federal | 111,041.00 | X | 5A, 5B, 5C, 5D, 5E |
| Title III, Part A | Federal | 11,780.00 | X | 5A, 5B, 5C |
| Title III, Immigrant | Federal | 0 | | |

| | | | | |
|----------------|-------|--------------|---|--------------------|
| Tax Levy (FSF) | Local | 2,669,634.00 | X | 5A, 5B, 5C, 5D, 5E |
|----------------|-------|--------------|---|--------------------|

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. Peter Van Alst/PS171Q, 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. Peter Van Alst/PS171Q will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;

- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in

the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

School-Parent Compact (SPC)

Peter Van Alst/PS171Q, 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.

I. 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;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department 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;

III. Student Responsibilities:

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

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>PS 171 Peter G. Van Alst</u> | DBN: <u>30Q171</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>60</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>2</u> |
| # of certified ESL/Bilingual teachers: <u>2</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: _____ For the 2015-2016 school year we will provide the following for our ELL population:

A. _____ Beginning on November 7, 2015 and extending through the Spring of 2016 we will offer a 15 week Saturday Academy for ELLs in grades 1-4. The program will consist of 2 groups 15 students each. Group 1: 1st and 2nd Grade Transitioning and Expanding ELLs. Group 2: 3rd and 4th Grade Transitioning and Expanding ELLs. We chose to focus on our Advance ELLs because we want these ELLs to become English proficient and transition to a mainstream classroom. ELLs will meet for a total of 120 minutes per week. Instruction will be in English and both instructors will hold a TESOL license. We will also offer a 15 week after-school program for Kindergarten. Kindergarten students will meet twice a week on Wednesdays and Thursdays from 2:30 -3:30. All Kindergarten ELLs will be invited to the after-school program. The after-school program will meet for a total of 120 minutes per week and the amount of students in the program will not exceed 15. We chose to focus on Kindergarten because the past three years of NYSESLAT scores illustrate that Kindergarten has the highest amount of ELLs reaching commanding level (proficiency level).

As mentioned above our Saturday Academy for ELLs will consist of two groups. These two groups will meet from 8:30-10:30 for a total of 15 sessions. Each group will meet for a total of 1 hour in the computer lab and one hour in the classroom. Both groups will be a part of a Pilot Program to see if MindPlay in conjunction with ELL instruction can move transitioning and expanding students to commanding level.

MindPlay is a computer research based program that addresses the individual needs of each student. The comprehensive instructional components include: assessment, phonemic awareness, phonics, vocabulary, grammar for meaning, comprehension and fluency. Each student is assigned a personal password. After the initial assessment of each student MindPlay prepares an individualized program for each student based on areas of need.

In addition to MindPlay students in our Saturday Academy for ELLs will focus on nonfiction literacy because our available data states that our ELLs did not meet the AYP in this area. Our program of choice for reading is Exploring Nonfiction, A Differentiated Content-Area Reading Program by Teacher Created Materials. The focus of this program is to develop students' nonfiction reading skills and strategies. Our ELLs struggle with nonfiction comprehension because they have not yet acquired the language proficiency needed to succeed in understanding subject matter content. Data supplied by the science teacher and classroom teachers that teach social studies and literacy shows that due to content vocabulary deficiency students cannot comprehend text. Also, in house assessments, quizzes and oral responses show that our ELLs need extra support in content areas. Because the language of academic subjects requires a high degree of not only reading and writing ability but also content vocabulary ELLs experience immense difficulties in content area subjects. Based on the nonfiction reading selections we will engage our ELLs in Narrative Nonfiction writing. Grades 1-2 will be working on Level 2 of the Exploring Nonfiction Reading Program while Grades 3-4 will be working on Level 4.

B. We will support our Literacy Program, which as mentioned above will focus on nonfiction reading and writing with a main concentration on content area subjects with monthly projects. We will invite both ELLs and their parents to work on these projects together at home. Our goal is to engage student interest in content area subjects as well as familiarize the parents with content their children are learning. These projects will be presented by the students as part of the ELL Saturday Academy. Students will also be given time to conduct research. One of the chapters in Level 2 focuses on Life in Plymouth Colony. The project for this chapter may ask students to compare the kitchen described in the

Part B: Direct Instruction Supplemental Program Information

reading to a modern kitchen. Students may be asked to both illustrate and write about the similarities and differences. Students may also be asked to write something in their own lives related to the kitchen. Students will be asked to keep the main idea in mind because this is the focus of the chapter.

Our after-school program for Kindergarten students will follow the same curriculum with the exception of MindPlay. Students will meet in the classroom for 60 minutes on Wednesdays and Thursdays. The first 20 minutes of each session will start with test prep. On Wednesdays students will prepare for Speaking and Writing. On Thursdays students will prepare for Listening and Reading. We will be using the New York ELLs from Continental level Kindergarten. The remaining 40 minutes will be spent on both nonfiction reading and writing. Our program of choice for reading is Exploring Nonfiction, A Differentiated Content-Area Reading Program by Teacher Created Materials. The focus of this program is to develop students' nonfiction reading skills and strategies. Our ELLs struggle with nonfiction comprehension because they have not yet acquired the language proficiency needed to succeed in understanding subject matter content. Because the language of academic subjects requires a high degree of not only reading and writing ability but also content vocabulary ELLs experience immense difficulties in content area subjects. Based on the nonfiction reading selections we will engage our ELLs in Narrative Nonfiction writing. Kindergarten will be working on level 1 of the Exploring Nonfiction Reading Program. Students will learn to label items in nonfiction passages that will later lead to vocabulary words for writing.

C. We will also invite students and their parents to the Hall of Science. This trip will be held on the weekend. Students with their parents will meet with two ENL Certified Teachers and one Supervisor at the Hall of Science. This year the Hall of Science dedicated its lower level to Little Makers. Here students will be able to experiment, design, build and invent. We are planning this trip in early spring so that students can apply the knowledge they gained through our program. We feel this will be a great opportunity for both students and their parents. Following this trip students' will be asked to bring in the item they have designed, built or invented at the Hall of Science. Students will be responsible to prepare an oral presentation based on the item they will bring in. We will work with students so that they have the necessary vocabulary to provide an in-depth oral presentation. This will be an exit project. We will have parent volunteers provide translations in the language of need.

D. In addition to our focus on nonfiction Literacy, mainly targeting core subject areas, we will also prepare students for the NYSESLAT. We will be using New York ELLs from Continental. This program provides practice in the various question formats of the 2016 NYSESLAT and help students' transition to NYS Common Core ELA test. On the first and third Saturday of the month students will explicitly practice both Speaking and Reading components of the NYSESLAT. Students will be presented with speaking practice and reading comprehension activities. On the second and fourth Saturday of the month our focus will be on the Listening and Writing components of the NYSESLAT. Students will be asked to listen to various texts and produce written responses. These responses will be corrected by the ELL Teacher and feedback will be provided to the students. Based on areas of need differentiated small group instruction will be developed.

PS171Q will only have the ELL Academy on Saturdays. Therefore, the administrator will be funded through the Title III plan. However, the administrator for the after-school ELL program for Kindergarten will not use Title III funds.

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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

Part C: Professional Development

- name of provider

Begin description here: _

Both ELL instructors will attend MindPlay training. MindPlay provides an online webinar that is about two hours long and explains the program in great detail. This MindPlay training will take place on November 7th following the Title III ENL Saturday Academy Program. In addition to MindPlay training both the ENL Coordinator and ENL Teacher will attend a workshop provided by the Assistant Principal in November. The title of this workshop is Disaggregating the Data. This workshop will allow both the ENL Coordinator and ENL Teacher of Title III to closely look at the data pertaining to students enrolled in the Title III program. Based on the knowledge gained both instructors will be able to have a full understanding of each student. This workshop will take two hours and will be held on November 14th following the Title III ENL Saturday Academy Program. Both Title III instructors will also attend a workshop held by the Science Teacher titled Content Area Vocabulary. This workshop will focus on grade appropriate content terminology. This workshop will allow both instructors to appropriately plan their lessons taking into consideration grade appropriate content area vocabulary. This workshop will be held on December 5th and will be one hour.

Also, both instructors will have time allocated to watch the webinars provided by the Exploring Nonfiction Reading Program. In addition to this both instructors will meet once a month to plan the upcoming chapter of Exploring Nonfiction. During this time both ELL teachers will also be give ample time to print and analyze MindPlay reports. Based on these reports differentiated groups will be created.

Part D: Parental Engagement Activities

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

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

Begin description here: _

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

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

Part D: Parental Engagement Activities

languages will be sent to parents.

This year PS 171 will provide ESL classes twice a week to Parents of ELLs. These sessions will be 3 hours each, held on Mondays and Wednesdays from 9AM to 12PM. They are of no charge to Title III. Zone 126 will be providing these classes. Parents of Title III students will receive invitations to these classes. Attendance is taken so it will be easy to monitor how many parents attend classes. Also, the Parent Coordinator provides many workshops in both English and Spanish. Title III parents receive invitations to all workshops.

Part E: Budget

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

Allocation Amount: \$ _____

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-----------------------------------------------------------------------------------------------------|
| Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> 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) | _____ | _____ |
| 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 30 | Borough Queens | School Number 171 |
| School Name Peter G. Van Alst | | |

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 Anne Bussel | Assistant Principal Laura Kavourias |
| Coach Mirell Walden | Coach |
| ENL (English as a New Language)/Bilingual Teacher Anna Kruler/ENL 48Coordinator | School Counselor Robin Roth |
| Teacher/Subject Area Teresa Barret/ SE Coordinator | Parent Olga Silva |
| Teacher/Subject Area | Parent Coordinator Dezorrie Reyes |
| Related-Service Provider Teresa Barret | Borough Field Support Center Staff Member |
| Superintendent | Other (Name and Title) |

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 | 6 | Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program | 0 | 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 <u>not</u> 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] | 4 | Number of special education teachers with bilingual extensions | 0 |

D. Student Demographics

| | | | | | |
|------------------------------------------------------|------------|----------------------|------------|-----------------------------------------------|--------------|
| Total number of students in school (excluding pre-K) | 480 | Total number of ELLs | 102 | ELLs as share of total student population (%) | 0.00% |
|------------------------------------------------------|------------|----------------------|------------|-----------------------------------------------|--------------|

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"/> 12 <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 | 102 | Newcomers (ELLs receiving service 0-3 years) | 96 | ELL Students with Disabilities | 13 |
| SIFE | 0 | Developing ELLs (ELLs receiving service 4-6 years) | 6 | 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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| DL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| ENL | 96 | 0 | 0 | 6 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

**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 | 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: _____

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 | 9 | 11 | 10 | 17 | 7 | 9 | | | | | | | | 0 |
| Chinese | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Russian | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Bengali | 3 | 3 | 5 | 1 | 0 | 1 | | | | | | | | 0 |
| Urdu | 3 | 2 | 0 | 3 | 0 | 0 | | | | | | | | 0 |
| Arabic | 5 | 1 | 4 | 1 | 2 | 1 | | | | | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | 1 | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | 1 | 0 | 0 | 1 | 1 | | | | | | | | | 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) | 9 | 2 | 2 | 3 | 4 | 1 | | | | | | | | 0 |
| Emerging (Low Intermediate) | 3 | 4 | 4 | 5 | 2 | 3 | | | | | | | | 0 |
| Transitioning (High Intermediate) | 8 | 2 | 5 | 6 | 3 | 1 | | | | | | | | 0 |
| Expanding (Advanced) | 2 | 9 | 8 | 9 | 1 | 5 | | | | | | | | 0 |
| Commanding (Proficient) | 9 | 7 | 6 | 2 | 0 | 1 | | | | | | | | 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 | 0 | 0 | | | | | | | | 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 | 0 | 6 | 6 | 4 | 1 | 1 | | | | | | | | 0 |

| NYS ELA | | | | | |
|---------|---------|---------|---------|---------|-------|
| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3 | 37 | 18 | 6 | 0 | 0 |
| 4 | 29 | 29 | 9 | 2 | 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 | 31 | | 23 | | 4 | 6 | | | 0 |
| 4 | 22 | | 26 | | 12 | | 9 | | 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 | 1 | | 12 | | 26 | | 28 | | 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.
 PS 171 Q uses the TCRWP to assess all of our students. Each child is tested within the first four weeks of school. The data is entered into the assessment site. Last year's data showed that one hundred percent of our ENL learners scored below the recommended grade level in reading. We have therefore allocated 30 minutes per day to D.E.A.R. (Drop Everything and Read). We will continue this program. Also, we have initiated Guided Reading to be done during D.E.A.R. time. Once data is available we will further elaborate on the findings.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 NYSITELL and NYSESLAT data reveal a reoccurring pattern: in grades K and 1 30% of students achieve the commanding level. In the 2nd grade 24% of students achieved the commanding level. However, starting from 3rd grade the percentage decreases significantly.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 PS 171 Q uses the AMAO tool to desegregate data. The tool is very helpful when forming differentiated groups. Students who are at risk of level 3 or greater were placed in RTI groups. Also, ELLs with 2 or more years of service who scored at the first quartile on the NYSESLAT were placed in ELL differentiated groups.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

In the lower grades data shows a significant number of students scoring at entering level on both the NYSESLAT and NYSITELL. This is due to new students entering Kindergarten. In the upper grades the number of students scoring at entering level is very small. In the lower grades 30% of students scored at commanding level compared to only 9% in the upper grades.
 Due to the ELL periodic assessment not being mandated our school has chosen not to administer it.

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](#).]
- Data used to guide instruction for ELLs within the Response to Intervention (RtI) framework consists of but is not limited to: Running Records, ReadyGen writing rubrics, content area rubrics and teacher observations. Based on these assessments areas of need are targeted. In the upper grades (3-5) a City Year member is present during the entire day in the classroom. City Year members work with small groups providing differentiated learning. Our IEP pedagogue also pushes into ENL classrooms. Supplemental programs in literacy, the arts, and math are offered after school and on Saturdays.
- Tier 1 services will be delivered by classroom teachers and content specialists (music, science, technology, physical education, art, library).
- Tier 2 services will be delivered by RTI providers. Our school has purchased MindPlay, a research based computer program, which targets individual needs of the student.
- Tier 3 services will be delivered by RTI providers, IEP pedagogue, and Guidance Counselor. MindPlay will also be used as part of Tier 3 services.
6. How do you make sure that a student's new language development is considered in instructional decisions?
- All of our instruction is provided in English. However, classroom libraries have many translated books or books with side by side translations. Teachers provide students with homework sheets weekly. These sheets are translated depending on the need of our ELL population. The ENL Coordinator, Anna Kruler, works closely with classroom teachers of all ELLs to be sure that they are provided with detailed NYSESLAT test results, home language of child, and preferred language chosen by parent. Communication sent home with Spanish speaking ELLs is always translated. Letters are also translated into other languages based on need. Links are provided for parents so they can access math and literacy activities.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?
- PS 171Q does not offer any dual language programs at this time.
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
- We evaluate the success of our ELL program based on an in depth analysis of the annual NYSESLAT results, running records, chapter reading and math tests, and writing samples. In the upper grades we also analyze ELA and Math state test scores.

Part IV: ELL Identification Process

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

- 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.
- PS 171Q has formed a Welcome Team. This team consists of an Assistant Principal, ENL Coordinator, Guidance Counselor, Special Education teacher, Librarian and Music/ENL teacher. Once a parent enters the school and is ready to register their child a member of the Welcome Team will meet with the parent to conduct the Home Language Identification Survey. Depending on the parent's preferred language a translator will be called. PS171Q has about 10 City Year members usually representing more than 3 languages. Also, always available to provide translations are paraprofessionals and teachers. If a translator is not available for a specific language the Translations Unit will be contacted. Once the parent completes the Home Language Identification Survey with one of the Welcome Team members (all members are pedagogues) on hand a parent interview will be conducted. During this interview a member of the Welcome Team will ask questions about the dominant language used at home. Followed by a parent interview a student interview will be conducted in the presence of the parent (we feel this will allow the child to remain in their comfort zone). The student interview for all entering students will consist of a Running Record.
- Based on the results of both the parent interview and student interview a Home Language will be determined and noted on the HLIS form. Based on the results of the student interview, eligibility for the NYSITELL will be determined.
- If the student is eligible for the NYSITELL he/she will be tested by the ENL Coordinator within two days. Spanish speaking students who have not passed the NYSITELL will be administered the Spanish Lab within two days following the NYSITELL. If the student is determined as an ELL an Entitlement Letter will be sent home within 5 school days. Also, within 10 school days the parent orientation will take place. During the orientation the parent will have the possibility to choose the right program for their child. A Placement Letter will be given to the parent. All letters will be provided in the parent's preferred language.

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/ inconsistent formal education (SIFE) are ELLs who have attended schools in the United States for less than twelve months and who, upon initial enrollment in such schools are two or more years below grade level in literacy in their home language and/or two or more years below grade level in mathematics due to inconsistent or interrupted schooling prior to arrival in the United States. We have 30 school days from initial enrollment to make an initial SIFE determination. We begin determining SIFE status at the time of the completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling. If there are indications within the ELL Identification Process that a student has had an interruption or inconsistency in their formal schooling the SIFE Identification Process will begin. First, an oral interview questionnaire will be conducted. This questionnaire focuses on the student's educational background. The questionnaire will be conducted in the parent's preferred language with the help of an interpreter. Next, the student will be administered the Literacy Evaluation for Newcomer SIFE (LENS) in the student's home language (Arabic, Bengali, Chinese, Haitian, Creole, or Spanish).
Initial SIFE status will be indicated in the DOE'S data collection system within 30 days of initial enrollment. We have up to one year to make a final determination of SIFE status; therefore, initial SIFE identification within the 30 days may be modified for up to one year.
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).
PS171Q has formed a Language Proficiency Team (LPT) to determine NYSITELL eligibility for newly enrolled students with IEPs. The Language Proficiency Team (LPT) consists of an Assistant Principal, ENL Coordinator, Guidance Counselor, IEP Pedagogue. Once a parent enters the school and is ready to register their child with an IEP the ENL Coordinator will initially meet with the parent to conduct the Home Language Identification Survey. Depending on the parent's preferred language a translator will be called. PS171Q has about 10 City Year members usually representing more than 3 languages. Also, always available to provide translations are the Parent Coordinator, paraprofessionals, and teachers. If a translator is not available for a specific language the Translations Unit will be contacted. Once the parent completes the Home Language Identification Survey with the ENL Coordinator on hand a parent interview will be conducted. During this the ENL Coordinator will ask questions about the dominant language used at home. If the dominant language is other than English the Language Proficiency Team will meet with the parent and child to determine eligibility for the NYSITELL. During this meeting a thorough interview will be conducted with the student. If a student is determined eligible for the NYSITELL a letter with supporting documents will be sent to the superintendent. Once the superintendent approves eligibility for testing the NYSITELL will be administered within 5 days. The timeline to accept or reject the Language Proficiency Team's recommendation may not exceed 20 days.
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 score is determined entitlement and non-entitlement parent notification letters are sent home immediately with the student. We have added a signature section to these letters to ensure that all parents have reviewed the letter. Parents have 2 days to return the signed letter. If the entitlement or non-entitlement parent notification letter is not returned within two days a second letter goes home with the student. Again, the parent is given two days to sign and return the letter. On the fifth day the parent is either called or met with during drop off or pick up. Original signed entitlement and non-entitlement parent notification letters will be placed in the student's cumulative folder while copies will be stored in the ENL room by Anna Kruler (ENL Coordinator). Both the entitlement and non-entitlement parent notification letters are provided in the parents' preferred language.
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).
PS171Q will ensure parents are informed that they have the right to appeal ELL status within 45 days of enrollment by keeping track of signed entitlement parent notification letters, which clearly state the parent's right to appeal. The entitlement letter is sent home in the parent's preferred language. During the Parent Meeting the ENL Coordinator will also make sure that all parents fully understand their right to appeal. Translators will be available during these meetings to ensure full understanding. Original entitlement letters signed by parents are placed in the student's cumulative record. Copies of the entitlement letter are placed in a file in the ENL room along with the student's NYSITEL scores, program selection form and placement letter.
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.
Once a student is determined eligible for ENL services an information packet is sent home in the parent's preferred language. A detailed explanation of all three programs is provided in the information packet. Also, during the parent orientation parents will be provided with a video discussing the three programs in their preferred language. Parent Orientations are always held with the ENL Coordinator and it is the ENL Coordinator, Anna Kruler, who explains the three programs in detail. The ENL Coordinator will be available to answer any questions parents might have during the orientation about any of the three programs. Our ENL Coordinator holds a TESOL license. If a parent is not present during the first meeting he/she will be invited to a second meeting. The invitation will be sent home on the day of the first scheduled meeting. If the parent is not present during the second meeting a letter notifying the

parent of the program selected will be sent home. At this time PS171Q offers only Freestanding ENL. However, the default placement when a parent survey is not returned is a bilingual program.

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.

Once a student is determined eligible for ENL services an information packet is sent home in the parent's preferred language. A detailed explanation of all three programs is provided in the information packet. Also, during the parent orientation parents will be provided with a video discussing the three programs in their preferred language. The ENL Coordinator will be available to answer any questions parents might have about any of the three programs. If a parent is not present during the first meeting he/she has been invited to a second meeting invitation will be sent home on the day of the first scheduled meeting. If the parent is not present during the second meeting the ENL Coordinator will try to meet with the parent during drop off or pick up or at least speak to the parent over the phone. The described above reach out process must be completed within six days. If a parent cannot be reached within that time frame a letter notifying the parent of the program selected will be sent home. At this time PS171Q offers only Freestanding ENL. The ENL Coordinator keeps a record of the parent program choice for each student. Based on this information the ENL Coordinator determines the need for a bilingual program. Currently, PS171Q only offers Freestanding ENL because we do not have a sufficient amount of parents requesting a bilingual program.

Original Parent Survey and Program Selection Forms are placed in the students' cumulative folder along with the Entitlement Letter, Parent Placement Letter and NYSITEL score. The copy of the Parent Survey and Program Selection Form remains in the ENL room and is kept with the copies of the above mentioned letters.

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

As mentioned above parents are invited twice to attend a parent meeting. If parent is not present during any of the two parent meetings the ENL Coordinator tries to meet with the parent during drop off or pick up. If this is unsuccessful the ENL Coordinator will call the parent. In a situation when all three methods of outreach are unsuccessful the default program is the bilingual program. The Parent Survey and Program Selection Forms are completed during the Parent Orientation. Assistance is provided by the ENL Coordinator and translators. Original Parent Survey and Program Selection Forms are placed in the students' cumulative folder along with the Entitlement Letter, Parent Placement Letter and NYSITEL score. The copy of the Parent Survey and Program Selection Form remains in the ENL room and is kept with the copies of the above mentioned letters. Parent Survey and Program Placement Letters that have not been completed are also placed in the students' cumulative record with a note indicating the dates the parent did not appear for the Parent Orientation. The parent will receive a Placement Letter indicating the default program. All Parent Survey and Program Selection Forms and Placement Letters are provided in the parents' preferred language.

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

Once the Parent Survey and Program Selection form is completed by the parent a placement parent notification letter will be sent home. We have added a parent signature section to the placement parent notification letter. The placement parent notification letter is sent home with the student. The parent is given two days to return the signed letter. If the letter is not returned a copy of the letter is sent home with the student again. Once again the parent is given two days to return the signed letter. If the parent fails to return the signed letter for the second time it is noted on the letter which is placed in the student's cumulative folder. If the parent chooses a program that is not available at PS171Q a temporary placement will be provided for the child in a Freestanding ESL program as the child awaits appropriate placement. All placement parent notification letters are provided in the parents preferred language.

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

Starting September 2016 all eligible for NYSITELL testing students will have a clear sheet protector placed in their cumulative folder. The clear sheet protector will hold the HLIS, Entitlement Parent Notification letter, Parent Survey and Program Selection form, Placement Parent Notification letter, Continued Entitlement letters, and any information pertaining the student as an ELL. Students who are eligible for NYSITELL testing and have tested out will only have the HLIS along with a Non-Entitlement Letter placed in their cumulative folder. Students whose Home Language is English will only have the HLIS placed in their cumulative folder. Copies of all letters placed in the cumulative folder will be kept in a binder in the ENL room. Our ENL Coordinator, Anna Kruler, will be responsible for maintaining all student records.

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 ENL Coordinator tests all students. The speaking portion is administered individually to each student. The ENL Coordinator is the only pedagogue that gives the speaking portion of the NYSESLAT. Students are tested individually in the ENL room. The remaining three parts of the NYSESLAT (listening, reading and writing) are also administered in the ENL room with all study materials covered. Kindergarten and 1st grade ENL students are tested in groups not larger than 15 students. This allows full focus and concentration among young children. From 2nd grade to 5th grade students are taken by the ENL Coordinator to be tested in the ENL room. Testing modifications are provided to any students with IEPs. Students with testing modifications are tested separately based on the modifications.

The ENL Coordinator creates a spreadsheet with the names and grade levels of all ELLs. The spreadsheet includes four columns for

each of the four NYSESLAT components. Once a student takes a component of the NYSESLAT a test date is entered under the student's name. This allows the ENL Coordinator to ensure that all four components of the NYSESLAT are administered.

RLAT (ATS Report) provides the ENL Coordinator with the names of students eligible to take the NYSESLAT.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Once NYSESLAT scores are available Continued Entitlement Letters and Transitional Support Parent Notification Letters are sent home. Again, we added a parent signature section to both of these letters. The Continued Entitlement Letters and Transitional Support Parent Notification Letters are sent home with the student. The parent is given two days to return the signed letter. If the letter is not returned a copy of the letter is sent home with the student once again. The parent is given another two days to return the signed letter. If the parent fails to return the signed letter for the second time it is noted on the letter which is placed in the student's cumulative folder. Both the continued entitlement and transitional support parent notification letters are distributed in the parents' preferred language. The ENL Coordinator is responsible for distributing the continued entitlement and transitional support parent notification letters.
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).

For the past three years most parents have chosen Freestanding ENL as their first choice. Due to the low number of inquiries about a dual language or bilingual program an additional program was never opened. During the Parent Orientation parents have the opportunity to watch the video explaining the three program choices in detail. Also, the ENL Coordinator assists with any questions parents may have with the help of a translator. Parents are provided with a detailed description of all three programs before they are asked to complete the Parent Survey and Program Selection form. If a parent fails to attend any of the Parent Orientations the default bilingual program is listed for that student. Fortunately, most of the ENL parents attend the parent orientation and are able to make an educated decision regarding the program that best fits the need of their child. Therefore, the program we offer (Freestanding ENL) is 100% aligned with the request of our parents.

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.

PS171Q will provide ELLs with both Integrated and Standalone ENL as implemented per CR Part 154.2. In grades K, 1, 4, and 5 ELLs will be placed in self-contained ENL classrooms with dually certified teachers; ENL and common branch. Students, depending on their individual ENL schedule (which will be kept by teacher), will receive the mandated amount of units in both integrated and standalone ENL. The ENL Coordinator will also visit these classrooms to provide additional support during standalone ENL units. In grades 2 and 3 all ELLs will be provided with both push-in and pull-out services. The ENL Coordinator will push-in on Fridays during Content Area specifically Social Studies to both 2nd and 3rd grade for two blocks. The ENL Coordinator will also push-in during ELA and Math in both 2nd and 3rd grade. Integrated ENL will also take place during ELA, Math and Social Studies. Stand-Alone ENL will be provided by the ENL Coordinator in grades 2 and 3. The ENL Coordinator will work with small groups of ELLs in the back of the room. In all grades the ENL Coordinator will push-in during literacy to provide differentiated instruction to small groups of children. Students will be grouped by proficiency levels or strategy groups depending on topic of focus.

All Entering and Emerging students receive 180 minutes of Stand-Alone ENL and 180 minutes of Integrated ENL during ELA and Math. Transitional students receive 90 minutes of Stand-Alone units and 90 minutes of Integrated ENL during ELA and Math. Expanding students do not receive any Stand-Alone units just 180 minutes of Integrated ENL during ELA and Math. Stand-Alone units are provided in the mornings. During this time the ENL teacher works with ENL students in the back of the

room in small groups based on student need. Students who have reached the Commanding level continue to receive 90 minutes of Integrated ENL during ELA and Math.

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)?

Based on NYSESLAT results all students have individual schedules illustrating the amount of ENL instruction they need. These schedules are kept by the teacher and ENL Coordinator. All students receive the mandated amount of both integrated and stand-alone ENL instruction. All Entering and Emerging students receive 180 minutes of Stand-Alone ENL and 180 minutes of Integrated ENL during ELA and Math. Transitional students receive 90 minutes of Stand-Alone units and 90 minutes of Integrated ENL during ELA and Math. Expanding students do not receive any Stand-Alone units just 180 minutes of Integrated ENL during ELA and Math. Stand-Alone units are provided in the mornings. During this time the ENL teacher works with ENL students in the back of the room in small groups based on student need. Students who have reached the Commanding level continue to receive 90 minutes of Integrated ENL during ELA and Math.

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.

In PS 171 we try to apply the Cognitive Academic Language Approach which is specifically designed to help students make the transition from ENL classes to mainstream, content-area classes. This approach is based on the belief that content-rich lessons are interesting and motivating for students. ENL teachers along with the ENL Coordinator work with students in the classroom and during pull-out and push-in sessions as per each student's personalized schedule. On different grades ENL teachers use different ways of organizing the classroom, designing curriculum, and presenting lessons. However, all teachers prepare interactive lessons with hands-on activities and cooperative learning. In each setting creativity and discovery are encouraged. All teachers provide students with flexibility and versatility. All ENL students follow the same curriculum as mainstream students on the same grade level. The curriculum is adapted to the needs of each ELL. The integration of language skills, thinking skills and content knowledge are emphasized.

PS171Q provides integrated Social Studies to all grades on Friday. During this time in grades 2 and 3 the ENL Coordinator pushes in to provide Integrated ENL instruction. In grades K, 1, 4, and 5 the ENL classroom teacher provides Integrated ENL instruction. Grades 2 and 3 have science once a week, which is provided by our science cluster. During this time the ENL Coordinator will work with the science teacher to provide Integrated ENL instruction. As for math in grades K, 1, 4, and 5 the ENL classroom teacher will provide Integrated ENL instruction. In grades 2 and 3 the ENL Coordinator will provide push-in services during math as part of the mandated Integrated ENL units. All ENL classrooms are very print rich and provide the students with many visuals. Instruction is provided in English as PS 171 offers a Freestanding ENL Program only at this time.

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

Our ELLs are evaluated in English only. We provide translations of content area assessments to newcomer ELLs only.

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

Evaluation of ELLs in Speaking, Listening, Reading, and Writing are done by the ENL classroom teachers and the ENL Coordinator. These evaluations are done through teacher created assessments. Also, formal assessments are taken into consideration. These include the administration of Running Records, the end of the unit ReadyGen assessments, the end of module ReadyGen task and the end of unit Pearson Math assessments.

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

PS171Q does not have any SIFE ELLs at this time.

Newcomer ELLs receive the mandated units of ENL instruction based on their NYSITEL score. Also, newcomers are invited to the Title III ENL program that takes place on Saturdays. In addition, newcomer ELLs in grades 3-5 are assigned to a City Year member that provides additional support during the day and also focuses on individual instruction in the back of the classroom. During individual instruction newcomers have the opportunity to work on the basics; alphabet, phonemic awareness, labeling, etc. In grades K-5 newcomers also take advantage of the full version of StarFall purchased by the school. During this time newcomers sit by the computer with headphones and follow the program's directions. In grades K-2 newcomers receive extra center time. This time allows for vocabulary building and opening up to the new environment.

Developing ELLs and Long Term ELLs receive the mandated units of ENL instruction. Also, developing ELLs are invited to the Title III ENL program that takes place on Saturdays. In addition, developing students in grades K-2 have additional center time in both math and literacy. In grades 3-5 both developing and long term ELLs have assigned City Year members that provide small group instruction targeting individual needs. Long term ELLs are also placed in RTI groups. During RTI long term ELLs work in small groups. RTI groups are based on students' individual needs. Therefore, each group has a different focus.

PS171Q monitors ELLs who have exited the program for two years by continuing to keep track of each students reading level and state test results. Former ELLs receive 90 minutes of Integrated ENL during ELA and Math. Two years after exiting ELL status students are placed in general education classrooms or in the top class depending on progress made within the former ELL two year period.

All ELLs receive testing accommodations on all state tests. ELLs receive time and a half during the ELA and Math state tests.

Former ELLs (ELLs who have reached the commanding level on the NYSESLAT) receive time and a half during the ELA and Math test for two years after achieving the commanding level on the NYSESLAT.

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.

Based on the approved re-identification appeal within 45 days of student enrollment PS171Q has put in place a thorough tracking system of the student's progress. Within the 6-12 months after the re-identification has been established the student's work will be placed in a binder for monthly review by the Language Proficiency Team. After each review of the student's work a short description of findings will be placed in the binder. The classroom teacher of the student will be notified of the findings monthly. The ENL Coordinator will manage the initial identification process with the support of the Language Proficiency Team. The ENL Coordinator will also manage the re-identification process with the support of the Language Proficiency Team. The ENL Coordinator will be the one responsible to schedule all meetings and to upkeep all necessary records.

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?

All ENL rooms have the following:

- a. visuals; in print and promethean board
- b. labels in Grades K-5
- c. ReadyGen literacy curriculum; ENL teachers on all grade levels enhance the curriculum by providing supportive math, literacy, and art activities.
- d. centers in grades K-2 targeting students individual needs
- e. ENL teachers provide on-line access to Pearson so parents can access support lessons.
- f. all ELLs including ELLs with an IEP additional resources are used inside the classroom that include but are not limited to: Pebble Go and Continental's New York ELLs.

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?

In grades Kindergarten, one, four, and five ELLs with IEPs are serviced by the ENL teacher on that grade. The ENL teacher provides Integrated ENL units of study. In addition, to the ENL teacher the ENL Coordinator pushes-in to provide Stand Alone ENL units of study. ELLs with IEPs are blended with general education ELLs on the same grade level. In addition, we offer the services of the IEP pedagogue to these children one period a week. In grades two and three ELLs with IEPs are serviced solely by the ENL Coordinator by blending with general education ELLs on the same grade level. As part of the Stand-Alone ENL units of study the ENL Coordinator works with students individually on areas of need. As part of the Integrated ENL units of study the ENL Coordinator works closely with the classroom teacher to prepare lessons that are suitable for ELLs. Each ELL with an IEP has an ENL schedule describing in detail the units and program required. This schedule allows all staff members of a particular ELL with and IEP to be informed of the student's schedule. Also, flexible programming allows assessing the needs of the student on the spot and forming differentiated groups based on need during a particular lesson.

Any student with an IEP and ELL status is placed in an ICT classroom. An ENL teacher pushes-in and/or pulls the student(s) out of the classroom. This guarantees that each student placed in an ICT class receives the mandated amount of ENL services depending on his/her NYSITEL or NYSESLAT score.

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 | <u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher | | <u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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 | <u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study | | <u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies | | |
| STAFFING/ PERSONNEL | <u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher | | <u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

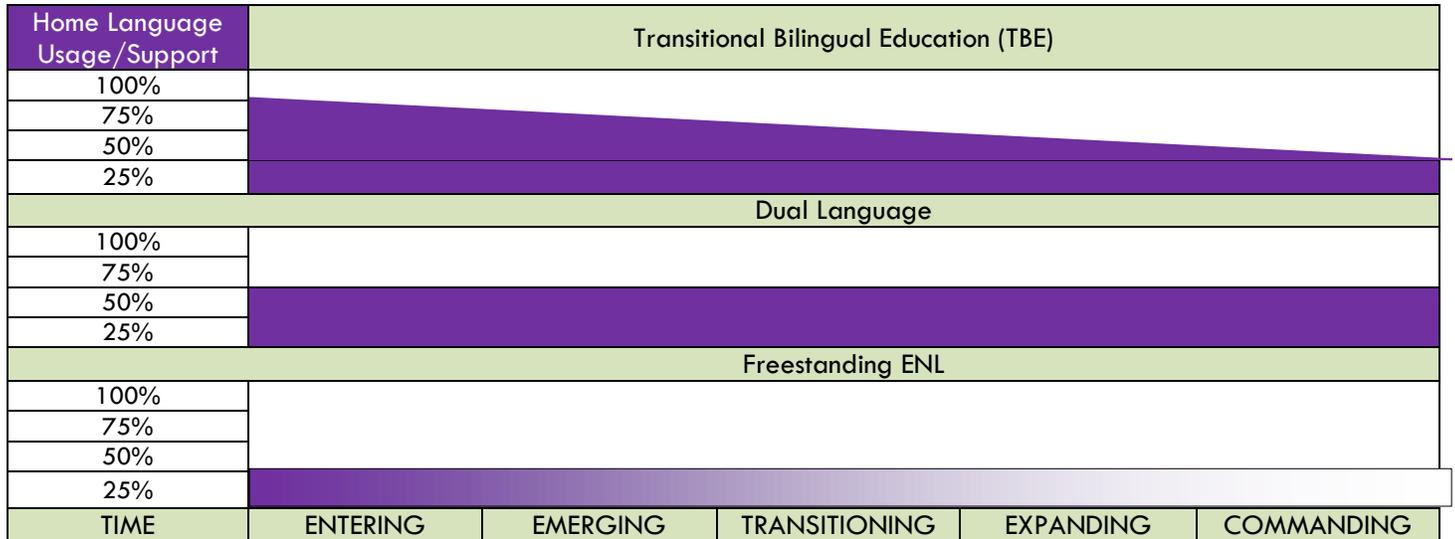


*Note “other approved services” does not apply to New York City at this time.

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. PS171Q offers the following programs to which all ELLs are invited:
- Saturday ENL Academy**
All ENL students are invited to the Saturday ENL Academy. The Saturday ENL Academy students are grouped based on proficiency level. During the Saturday program students work on a computer based program called MindPlay.
 - after school guided reading program meeting twice a week for one hour per session**
ELLs that are reading below grade level are invited to the after school guided reading program. ELLs along with non ELLs are grouped based on reading level.
 - after school math program meeting twice a week for one hour per session (to start in January)**
ELLs and non ELLs who are struggling with math receive an invitation to the math after-school program. During this program students prepare for the NYS Math test.
 - A science test preparation program will begin in April**
This program is designed to help prepare struggling students for the 4th grade science test. All 4th grade ELLs will be invited to this program. This program will focus on building content area vocabulary words.
 - Guided reading pull-out groups during the school day**
Students struggling with content area vocabulary are assigned to guided reading groups based on their Running Record. These groups meet twice a week for a half hour each session. Students build essential vocabulary needed to read nonfiction books. All intervention services offered in our school are in English.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- In order to ensure effectiveness of our current program we will hold a staff meeting for all ENL teachers to discuss the needs of ELLs in both content and language development. This meeting will give teachers an opportunity to look over data they have collected and determine the success of the program. Also, this will be the perfect time to collaborate on aspects of the program that are not working.
- All teachers in PS171 receive thorough information regarding ELLs. Professional Development sessions focus on how to identify ELLs, how to work with ELLs and ELL methodologies. Teachers are made aware that they are all teachers of ELLs.
- At the end of each intervention session students are given an assessment. Based on this assessment we evaluate the success of our intervention programs. Students in the guided reading programs are given a running record to see if they move to the next reading level. Students in the remaining groups are given assessments based the material covered. As mentioned above after each session the students are given an assessment and based on the results we determine how successful our intervention programs are. Usually, these programs run for 6-8 weeks.
12. What new programs or improvements will be considered for the upcoming school year?
- This coming year we are looking forward to grouping our Saturday ENL Academy ELLs by proficiency levels and not grade level. Also, this coming year the ENL Coordinator will push-in during Social Studies, Science, and Math. In addition, the ENL Coordinator will push in to ENL classrooms with dually certified teachers to provide additional support during Stand Alone ENL.
13. What programs/services for ELLs will be discontinued and why?
- We are not planning to discontinue any programs. However, we hope for the budget to allow us to open new ENL programs.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Invitations for all programs are sent home with the student on bright color paper. If spots are not filled another notice will be sent home with the student. This year we will offer the following (and hopefully more):
- half year of art
 - half year of music
 - each class receives residencies
 - After school homework help
- As mentioned above all ELLs are invited to the many programs offered at PS171Q. A high number of ELLs is represented in each program because it is our ELLs who are struggling with reading, math, and other content area subjects. We try to provide our ELLs with as much support as we possibly can so that they can make progress.
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.
- PS171Q uses:
- Starfall (tech)
 - ReadyGen
 - Envision
 - UBD Social Studies
 - DOE provided libraries

- f. Harcourt Language Arts
- g. Scholastic Guided Reading
- h. MindPlay (tech)
- i. NY ELLs
- j. Finish Line ELLs
- k. FOSS in science
- l. Pebble Go (tech)
- m. Guided Reading

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

PS171Q only offers Freestanding ENL at this time. We support the student's home language by providing many books in the classroom libraries that represent the languages spoken by students in the classrooms. Many of our books provide side by side translations.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

The cognitive ability in addition to the student's ages and grade levels impact the actual time that lessons are presented for, the number of activities presented within a given timeframe and the outcomes expected from each student. We address these in small groups.

Students are grouped by grade level. When students enter PS171Q they are placed in the appropriate grade based on their birthdate. When we form small groups we make sure that students are less than two years apart.

When we plan services for ELLs and ELL-SWDs we take into consideration not only the grade, age, and level but also their cognitive needs. We prepare lessons that fully engage students and are hands on.

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).

New enrolled ELLs are teamed up with a buddy that speaks the same language. This allows for the newly enrolled ELL to feel comfortable and have the possibility of asking questions in his/her language. Also, newly enrolled ELLs who have achieved a NYSITEL score below emerging are allocated computer time daily. These students work on the full version of Starfall where they learn about the alphabet, letter sounds, and basic vocabulary. Students work independently on the computer; they follow the programs instructions. In the lower grades newly enrolled ELLs receive extra center time. This allows the newly enrolled ELLs to learn while playing and socialize with students in their group.

19. What language electives are offered to ELLs?

N/A

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)?

N/A

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.)
Professional Development, at the school level, is provided on Monday afternoons for all staff members. In addition, teachers of ELLs receive additional professional development on Monday after all other teachers have been dismissed. These meetings are run by the Assistant Principal, Literacy Coach or ENL Coordinator. Upon returning from an outside meeting, the ENL Coordinator will turnkey the information.
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?
Professional development received by the ENL Coordinator focusing on supporting ELLs as they engage in the Common Core Learning Standards is presented in detail to all teachers of ELLs. In the area of literacy, the literacy coach is sure to address the adapted learning strategies presented by Pearson in workshops and also is providing demonstrations in the classrooms.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
We address the transition from elementary to middle school by moving the children from single subject notebooks to multiple subject notebooks and binders. One of our fifth grade teachers is noted as the point person in connecting with our local middle school IS126. Intervisitations are organized. An assembly for the children is held here and they also go there to visit. Our guidance counselor handles all the applications. The guidance counselor does the following: a. provides translation for parents of ELLs when necessary for parent meetings and workshops, b. arranges for ELLs to be "buddied up" with same language student in their classes for extra support, c. provides materials in home language for parents, i.e., middle school applications and gifted and talented applications, d. provides testing of gifted and talented in home language if requested by parents, e. provides general support when needed by ELLs to transition socially.
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.

Professional Development sessions will begin in September. Also, based on the school calendar specific dates of professional development will be provided and both the assistant principal and the ENL Coordinator will make sure they exceed the required amount of mandated hours. Logs of all Professional Development sessions with teacher signatures will be held on file.

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?

Parents will be invited for a meeting that will discuss the students' language development progress, language proficiency assessment results, and language development needs in all content areas both in October and in May. In October these findings will be based on the NYSESLAT results and in May findings will be based on students' progress throughout the year in both Stand-Alone ENL and Integrated ENL. These two meetings will be held in the afternoon. Also, parents will be informed that on any Tuesday they may make an appointment to meet with the teacher to discuss their child's progress. Translations for these meetings will be provided by the Parent Coordinator, paraprofessionals, teachers, and City Year Members. If a translator is not available on site the Translations Unit will be contacted.

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.

Records are kept for annual individual meetings with ELL parents in the ENL room. Personal meetings, phone calls, and letters will also be noted and recorded.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents of newly incoming ELLs are invited to the mandated parent meeting. During this meeting parents are also informed about the school and its mission statement.

ELL students are encouraged to attend parent-teacher conferences with their parents as a means of fostering home-school connections.

Teachers routinely encourage ELL parent participation in trips, holiday celebrations, and class/school performances.

School leaders and teachers routinely provide students and parents with communications (translated as necessary) regarding school events, curriculum items, and helpful strategies for conversational building.

PTA in conjunction with the Parent Coordinator provide opportunities for ELL parents to engage in the school environment, by offering opportunities, such as Math Night, PJ's and a Book Night, and Hoedown (Western Party), for school leaders, parents, teachers, and support staff to engage within social context.

Many workshops are offered for parents during the day and are posted on the Monthly Calendar. These include; Transitioning to Kindergarten, Health workshop, Integrating technology into Literacy and Math, and monthly themed workshops.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Workshops are available in Spanish, Urdu, and Bengali. As of now the following have been scheduled:

- a. Zone 126: ENL classes for parents

- b. FDNY: CPR; fire safety

- c. ERDA: GED; job placement; ENL

- d. Human Rights Commission; employment rights; housing ; health insurance

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

5. How do you evaluate the needs of the parents?

A survey is sent home to the parents asking them what workshops they would be interested in and most benefit from. Based on this survey workshops are prepared.

6. How do your parental involvement activities address the needs of the parents?

A survey is sent home to the parents asking them what workshops they would be interested in and most benefit from. Based on this survey workshops are prepared. This assures us that our parental involvement activities address the needs of the parents.

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.

School Name: **PS171Q**

School DBN: **30Q171**

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) |
|------------------------------|----------------------------------------------------|-----------|-----------------|
| Anne Bussel | Principal | | 11/24/15 |
| Laura Kavourias | Assistant Principal | | 11/24/15 |
| Dezorrie Reyes | Parent Coordinator | | 11/24/15 |
| Anna Kruler | ENL/Bilingual Teacher | | 11/24/15 |
| Olga Silva | Parent | | 11/24/15 |
| Teresa Barret/SE Coordinator | Teacher/Subject Area | | 11/24/15 |
| | Teacher/Subject Area | | |
| Mirell Walden | Coach | | 11/24/15 |
| | Coach | | |
| Robin Roth | School Counselor | | 11/24/15 |
| | Superintendent | | |
| | Borough Field Support Center Staff Member _____ | | |
| | Other _____ | | |
| | Other _____ | | |
| | Other _____ | | |

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **PS171Q** School Name: **Peter G. Van Alst**
Superintendent: **Dr Composto**

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.

Language preferences of the parent community for both written and oral communication are assessed based on parents preferred language forms. All pertinent information is culled from Part III of the Home Language Identification Survey, ATS reports, Student Emergency Contact cards, and other surveys that are conducted in September by our school.

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.

Based on data that is available parents' preferred languages for both written and oral communication are; Spanish, Arabic, Bengali, Urdu, Punjabi, Portuguese, Farsi, and Chinese.

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.)

PS171Q translates the following documents and letters that contain critical information about educational programs and services (other documents and letters are translated as needed):
Monthly School Calendars, Curriculum Guide Monthly Calendars, Running Record Parent Letters, Monthly Assessment Letters, annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, letters from school leadership, after-school program invitations, teacher comments on report cards, and many more based on need.

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.

Formal face-to-face meetings take place during parent-teacher conferences. They are scheduled for September, November, March, and May. Also, in October parents of ELLs will be invited to a meeting with the ENL Coordinator to discuss NYSESLAT results and in May to discuss individual student progress. Also, on Tuesday afternoons parents may make appointments with the ENL Coordinator and ENL teachers to discuss their child's progress.

Teachers routinely encourage parent participation in trips, holiday celebrations, and class/school performances.

School leaders and teachers routinely provide parents with communication (translated as necessary) regarding school events, curriculum items, and helpful strategies for conversational building.

PTA in conjunction with the Parent Coordinator provide opportunities for parents to engage in the school environment, by offering opportunities, such as Math Night, PJ's and a Book Night, and Hoedown (Western Party), for school leaders, parents, teachers, and support staff to engage within social context.

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.

Translations services both written and oral will be provided in-house by school staff. Depending on the parent's preferred language a translator will be called. PS171Q has about 10 City Year members usually representing more than 3 languages. Also, always available to provide translations are para

professionals, teachers and parent coordinator. If a translator is not available for a specific language the Translations Unit will be contacted.

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.

Translation services both written and oral will be provided in-house by school staff. Depending on the parent's preferred language a translator will be called. PS171Q has about 10 City Year members usually representing more than 3 languages. Also, always available to provide translations are para professionals, teachers and parent coordinator. If a translator is not available for a specific language the Translations Unit will be contacted.

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.)

Professional Development will be provided to all staff in September. Also, in September all teachers will receive the "I speak..." card which includes the phone number for over-the-phone interpretation services.

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

Translation services both written and oral will be provided in-house by school staff. Depending on the parent's preferred language a translator will be called. PS171Q has about 10 City Year members usually representing more than 3 languages. Also, always available to provide translations are para professionals, teachers and parent coordinator. If a translator is not available for a specific language the Translations Unit will be contacted. All notification documents will be printed from the Translation and Interpretation Unit's intranet side and distributed based on parent's preferred language.

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)

In May a parent survey will be sent home and results of the survey will be closely examined. Also, in May a focus group of parents inclusive of all cultures and languages represented in our school will be created. This focus group will meet with the Assistant Principal and Language Access Coordinator to gather feedback on the quality and availability of services.