



P.S. 397 FOSTER-LAURIE ELEMENTARY SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 17K397
ADDRESS: 490 FENIMORE STREET
BROOKLYN, NEW YORK 11203
TELEPHONE: 718-774-5200
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: P.S. 397 SCHOOL NAME: Foster-Laurie Elementary School

SCHOOL ADDRESS: 490 Fenimore Street, Brooklyn, New York 11203

SCHOOL TELEPHONE: 718-774-5200 FAX: 718-953-4856

SCHOOL CONTACT PERSON: Nancy Colon EMAIL ADDRESS: ncolon@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: _____

PRINCIPAL: Nancy Colon

UFT CHAPTER LEADER: James Hughes

PARENTS' ASSOCIATION PRESIDENT: Cheryl Malcolm

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 17K CHILDREN FIRST NETWORK (CFN): Fordham University

NETWORK LEADER: Marge Struk

SUPERINTENDENT: Rhonda Hurdle-Taylor

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Nancy Colon	*Principal or Designee	
James Hughes	*UFT Chapter Chairperson or Designee	
Cheryl Malcolm	*PA/PTA President or Designated Co-President	
Ilona Lawit	Member/Literacy Coach	
Miriam Hibbert	Member/Teacher 3 rd Grade	
Yanique McKenzie	Member/Teacher 3 rd Grade	
Paula Faulknor	Member/Teacher 4 th Grade	
Beverly Grant	Parent Member	
Hyacinth Johns	Parent Member	
Gina Jean Baptiste	Parent Member	
Tammy Riley	Parent Member	
Orella Gooding	Parent Member	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

P.S. 397, located in the Crown Heights section of Brooklyn, is a K-5 school. Built in 1975 as an open-spaced school, it houses four classes in each of the four large complexes on two of its three floors. Room dividers are used to separate the individual classes. Additionally, there is a lunchroom and a multi-purpose area with an accordion wall in between. The multi-purpose area serves as the school's auditorium. There are enclosed rooms used for library, science and technology. The building's open design was created to support the "Open Education" theory that was popular in the 1970's.

For the 2010-2011 school year, P.S. 397 will be comprised of two general education kindergarten classes, three general education first grade classes, three general education second grade classes, two general education third grade classes, one CTT grade three class, three general education fourth grade classes, two general education fifth grade classes and one CTT grade five class. All students are heterogeneously grouped.

P.S. 397's Vision Statement:

The vision of P.S. 397 is to advocate, nurture, and sustain a school culture and instructional program that is conducive to student learning and to the staff's professional growth. In collaboration with families, community members, and schools staff, we will work together to meet every child's academic, social, and emotional needs.

P.S. 397's Mission Statement:

The mission of P.S. 397 is to support our vision through the collaborative efforts of the school staff, community members, and students. Through sound educational practices, students will be empowered to meet and exceed the proposed standards. P.S. 397 lays a foundation for our students to meet with continued academic and social success throughout their middle and high school years of education and beyond.

Our school has continued to strive toward higher standards for both our staff and students. As a means of reaching this end, several initiatives have been established.

The Breakthrough to Literacy Program will continue to be utilized in our Kindergarten and Grade One classes.

Children's' Progress will continue to be a source of progress monitoring and curricular planning for our K-2 classes.

Teaching (Writing) Matters will continue to work with grades 3-5 on writing through technology.

As a means of fairly and uniformly assessing student progress in reading and comprehension across grades K-5, the WRAP assessment program will continue to be a progress monitoring tool on a schoolwide level. Teachers will perform running records three times per year with a beginning assessment for grouping and instructional planning. A mid-year assessment will indicate growth or lack thereof. An end-of-year assessment will provide information for the following school year's teacher to guide their implementation of running records.

Wilson Foundations will continue to be utilized in our K-2 classrooms. Foundations is a phonological/phonemic awareness, phonics and spelling program for the general education classroom. It is based upon the Wilson Reading System and serves as a prevention program to help reduce reading and spelling failure.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	P.S. 397 Foster-Laurie Elementary School				
District:	17	DBN #:	17K397	School BEDS Code:	331700010397

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<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	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		93.5	94.1	TBD		
Kindergarten	50	43	48						
Grade 1	70	83	70	Student Stability: % of Enrollment					
Grade 2	74	71	84	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	67	80	71		89.4	92.3	TBD		
Grade 4	76	74	70						
Grade 5	78	76	76	Poverty Rate: % of Enrollment					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		78.1	79.8	91.5		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing: Total Number					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		0	42	TBD		
Grade 12	0	0	0						
Ungraded	0	0	0	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	415	427	419		10	2	1		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	10	11	8	Principal Suspensions	0	6	TBD		
No. in Collaborative Team Teaching (CTT) Classes	8	8	9	Superintendent Suspensions	0	11	TBD		
Number all others	0	7	11						
<i>These students are included in the enrollment information above.</i>									
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number					

DEMOGRAPHICS							
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	39	33	35	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	0	1	2	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	32	32	TBD
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	6	5	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	4	3	TBD
	0	0	TBD				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
American Indian or Alaska Native	1.0	0.7	1.4	Percent more than two years teaching in this school	75.0	71.9	TBD
Black or African American	89.2	89.7	88.8	Percent more than five years teaching anywhere	68.8	65.6	TBD
Hispanic or Latino	6.0	5.2	5.7	Percent Masters Degree or higher	78.0	78.0	TBD
Asian or Native Hawaiian/Other Pacific Isl.	2.9	2.3	2.6	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	100.0	TBD
White	1.0	1.6	1.2				
Multi-racial	N/A	N/A	N/A				
Male	50.6	51.3	53.9				
Female	49.4	48.7	46.1				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: Yes No If yes, area(s) of SURR identification: _____

Designated as a Persistently Lowest-Achieving (PLA) School: Yes No

Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):

<u>Differentiated Accountability Phase (Check <input checked="" type="checkbox"/>)</u>	<u>Category (Check <input checked="" type="checkbox"/>)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)	√		
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

Individual Subject/Area Outcomes	Elementary/Middle Level (<input checked="" type="checkbox"/>)		Secondary Level (<input checked="" type="checkbox"/>)	
	ELA:	√	ELA:	
	Math:	√	Math:	
	Science:	√	Grad. Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native	-	-	-				
Black or African American	√	√					
Hispanic or Latino	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial	-	-	-				
Other Groups							
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	3	3	1				

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	NR
Overall Score	75	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	10.4	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	16.6	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	46.5	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	1.5	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

P.S. 397 Foster-Laurie Elementary School continuously strives to meet the intellectual, social and emotional needs of our students. In claiming so, it is not an easy task. The environment of our school differs from all others in that we are open complexes, devoid of walls or enclosures, and therefore subject to environmental noise and disruptions. Despite the environmental challenges of our setting, our teachers go the extra mile to overcome the barriers. We have several strong grade-level groupings of teachers who commonly plan and supply one another with resources and ideas for curricular execution. That being said, there are still grade-level groups who need to strive toward more cohesive planning.

During the 2009-2010 school year, Writing Matters was introduced to the 5th grade and the 4th grade continued with the program, as well. It was very successful, with approximately 67% of the students moving at least a 0.5 grade level above their starting point. The 3rd grade will be integrated into this program for the 2010-2011 school year. We anticipate that this will greater prepare the third grade students for the rigor of the NYS ELA exam. This program was able to meet with such success due to the efforts of both the consultant from the program and the teachers' willingness to follow-through even beyond the detailed expectations. The enthusiasm of the teachers was matched by their students as they were given ample opportunities to utilize technology and their own personal creativity to expand their writing capabilities.

During the 2009-2010 school year changes were made to the daily routines that caused a switching of the schedule for mathematics instruction. At the culmination of the school year, it was realized that the overall scores on grades 3-5 suffered as a result of the change and due to this outcome there will be changes made to the mathematics programming in an attempt to meet the needs of the students and the teachers so that we may improve our overall performance.

Additionally, in analyzing student performance and noting that there are many level one students who are not progressing, as well as a growing number of students who are being held over in more than one grade, a plan is being considered to service these children in a very small setting (one-on-one or one-on-two) during after-school cycles throughout the entire upcoming school year.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

Goal #1:

To improve scores on the Mathematics State Examination.

As of June 2011, 25% of students on grades 3-5 will exhibit improved performance in Mathematics as evidenced by the State Examination scores. In 2009-2010 34.9% of the tested students scored on levels 3 and 4. The expectation is that for 2010-2011 59.9% of tested students will score on levels 3 and 4.

Goal #2:

To improve scores on the English Language Arts Examination.

As of June 2011, 25% of students on grades 3-5 will exhibit improved performance in English Language Arts as evidenced by the State Examination Scores. In 2009-2010, 29.7% of the tested students scored on levels 3 and 4. The expectation is that for 2010-2011 that 54.7% of tested students will score on levels 3 and 4.

Goal #3:

To improve the school-wide Independent Reading Program.

As of December 2010, approximately 75% of classroom teachers (teachers from grades 2-5) will have received professional development in the area of independent reading, as evidenced by sign-in records from meetings provided by the Literacy Consultant. It is the expectation that improved independent reading programs will enhance the school's literacy program and lead to improved scores on the New York State English Language Arts Examination.

Goal #4:

Increase the use of student data to drive instruction.

By June 2011, 100% of teachers will have analyzed their ongoing data to perform appropriate and relevant lessons pertaining to student areas of deficit and need.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve student performance in mathematics.</p> <p>As of June 2011, 25% of students on grades 3-5 will exhibit improved performance in Mathematics as evidenced by the State Examination scores. In 2009-2010 34.9% of the tested students scored on levels 3 and 4. The expectation is that for 2010-2011 59.9% of tested students will score on levels 3 and 4.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>The math consultant will come to the school 2x per week on Mondays and Wednesdays. The two mornings coinciding with the presence of the consultant will be allocated to schoolwide math instruction. The consultant will perform observations and provide the necessary guidance to assist the teacher with their math program. On Wednesdays, Early Morning Extended Program will focus on math across the school and the After-School program will do the same. Monthly math grade conferences (grades 3-5) will include the consultant who will provide strategies for effective mathematics instruction. The consultant will also model the lessons revolving around the suggested strategies.</p> <p>The Acuity ITA results will be used for grouping and overall instructional purposes and will be utilized as a measure for growth in the tested and retested areas. The Acuity Predictive will also be evaluated for indications of students who might score levels 3 and 4 on the State Mathematics Examination.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p>	<p>The math consultant will be paid via TL FSF General Hold for a period of 40 sessions totaling \$36,000.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>The Acuity ITA’s will be utilized as a measure of growth in relation to the presence of the math consultant as well as the execution of the strategies provided by the classroom teachers.</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the percentage of students scoring on levels 3 and 4 on the English Language Arts State Examination as indicated on the 2010-2011 Progress Report in comparison to the 2009-2010 Progress Report.</p> <p>As of June 2011, 25% of students across Grades 3-5 will exhibit improved performance in English Language Arts as evidenced by the State Examination scores. In 2009-2010, 29.7% of the tested students scored on levels 3 and 4. The expectation is that for 2010-2011 that 54.7% of tested students will score on levels 3 and 4.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Through our Inquiry Team meetings we identified the students who are levels 1 and 2 as well as at-risk holdover students. These students were flagged in ARIS as Inquiry study students and will be followed closely with ongoing formal and informal assessments. These students will be mandated for the Early Extended Day and the After-School Program. These students will also be serviced during the formal school day via AIS. Students across the school will be tested on an ongoing basis in the skill and strategy areas taught uniformly across our school as indicated by our Literacy Pacing Calendar.</p> <p>The literacy consultant will work with teachers to support and enhance their literacy block, as well as the school’s literacy coach, who will provide assessments and materials to expand the already existing ones.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p>	<p>The literacy consultant will be in our building for 78 sessions and will be paid via Title I SWP totaling \$70,200. Teachers who work in the After-School Program will be paid Title I SWP – Teacher Per Session totaling \$20,000. The After-School Supervisor will also be paid via Title I SWP – totaling \$5,000. TL FSF will be utilized for supplies and materials – totaling \$2,000.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>The evidence supporting our ongoing supplemental instruction comes from postings of After-School positions, as well as attendance documents and payroll documentation.</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Literacy/Cross Curricular

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Teachers will receive professional development geared toward implementing a daily independent reading program.</p> <p>As of December 2010, approximately 75% of classroom teachers (teachers from grades 2-5) will have received professional development in the area of independent reading, as evidenced by sign-in records from meetings provided by the Literacy Consultant. It is the expectation that improved independent reading programs will enhance the school's literacy program and lead to improved scores on the New York State English Language Arts Examination.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Extensive funding will be allocated to expand classroom teachers' independent reading libraries. Professional development will be provided by the ELA consultant via modeled lessons, workshops and grade level meetings. Scheduling for these modeled lessons will allow for the consultant to visit the majority of the teachers over the 3-days per week that she is in our building.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/activities described in this action plan.</p>	<p>The literacy consultant will be in our building for 78 sessions and will be paid via Title I SWP totaling \$70,200. Independent libraries will be enhanced using TL NYSTL Textbooks – totaling \$9,000.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>The consultant will maintain detailed records of her meetings and lessons for each teacher that she visits and will report to Ms. Colon her impressions of the program. Additionally, administration will perform observations of Independent Reading to determine if teachers are implementing the program according to the workshops and lessons provided by the literacy consultant. Students reading logs will also indicate ongoing daily reading.</p> <p>There is also the anticipation that an enhanced Independent Reading block will further student learning and will be indicated by growth via the execution of Running Records.</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Cross-Curricular

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><i>Increase the use of student data to drive instruction.</i></p> <p>By June 2011, 100% of teachers will have analyzed their ongoing data to perform appropriate and relevant lessons to pertaining to student areas of deficit and need.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Teachers will be required to access data from the various resources in the aforementioned goal. They will be required to bring this data to grade-level meetings and to use it during the Monday morning data analysis period. Grade-level conferences will reflect the ongoing use of data driven instruction.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/activities described in this action plan.</p>	<p>The school's budget allows for After-School evaluation and planning sessions via TL FSF General Hold – totaling \$10,000.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>It is expected that teachers' lesson plans will be reflective of grouping according to student need as ascertained by the data analysis process.</p> <p>The Principal and Assistant Principal will perform observations with the lens of anticipated grouping related to skill and strategy needs. Ongoing informal and formal assessments should indicate growth as per planning for data-driven instruction. Teachers can also utilize interclass instruction with grade-level colleagues.</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	N/A	N/A	N/A	N/A	8	Referrals only	0	3
1	N/A	N/A	N/A	N/A	8	Referrals only	0	3
2	17	17	17	17	8	Referrals only	1	1
3	16	16	16	16	10	Referrals only	1	3
4	31	31	31	31	8	Referrals only	0	12
5	8	8	8	8	15	Referrals only	0	5
6								
7								
8								
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>Mandated students from grades 1-5 are provided small-group Early Extended Day academic intervention. These students receive ELA intervention on Tuesdays and Thursdays.</p> <p>During the regular school day, our lower-house AIS providers utilize a combination of push-in and pull-out intervention determined by level of instructional need. The Wilson Reading System is utilized for our pull-out students.</p> <p>During the regular school day, our AIS providers on Grades 3-5 provide push-in and pull-out intervention for our lowest one-third population. The GPS Reading System is utilized for small-group pull-out intervention.</p> <p>After-school programs for mandated students commences on October 19th, 2010. This is earlier than in the 2009-2010 school year.</p>
Mathematics:	<p>Mandated students from grades 1-5 are provided small-group Early Extended Day academic intervention. These students receive Mathematics intervention on Wednesdays.</p> <p>During the regular school day, our AIS providers utilize a combination of push-in and pull-out intervention determined by level of instructional need.</p>
Science:	<p>Science is interspersed into AIS via reading activities and is not taught in AIS in isolation.</p>
Social Studies:	<p>Social Studies is interspersed into AIS via reading activities and is not taught in AIS in isolation.</p>
At-risk Services Provided by the Guidance Counselor:	<p>The school guidance counselor services our at-risk children via one-on-one, small group and classroom meetings. She is a specialist who identifies school and personal problems and helps children deal with social problems. She assists students in the development of lifelong skills necessary for optimum character development, coping skills, and building healthy social relationships</p>
At-risk Services Provided by the School Psychologist:	<p>N/A</p> <p>Our school psychologist is in our school building one day a week. His work mainly consists of evaluations and ongoing work with existing IEP's.</p>
At-risk Services Provided by the Social Worker:	<p>Our Social Worker is in our building one day per week and works on referrals. She does counsel two students.</p>
At-risk Health-related Services:	<p>The school nurse provides classes on Asthma education. The instruction provided helps children understand the condition and how to manage it through the appropriate use of their medications. Children are provided demonstrations for the correct usage of the asthma inhaler.</p>

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2010-2011) Language Allocation Policy to this CEP.

At P.S. 397, ESL is a combined push in and pull-out program for ELL/LEP students in kindergarten through fifth grade. The program is conducted by a permanently certified teacher in possession of a Masters Degree in ESL. The teacher remains consistently abreast of theory and practice within the Department of Education in reference to ESL requirements through workshops, seminars, and conferences. Our ESL teacher is responsible for the identification of potential ELL students and begins the process by reviewing the HLIS forms for all students. Based on the information provided on that form completed by the parents/guardians, a determination is made for eligibility for LAB-R testing leading to a final determination of need for services. The ESL teacher administers the LAB-R and dependent upon the outcome begins immediate services for that student if the scores indicate the need. Parents are informed that their child will be receiving ESL services via a letter sent to them. The letter informs and invites parents to an ESL orientation meeting at the beginning of the new school year. If a student comes in later in the year, the same process is used, but on an individual basis. The parents are met by the ESL teacher and introduced to the program offered at our school. They watch a video in their native language that explains how ESL works and allays their concerns about their child's education. If a parent does not respond to the letter sent home with their child, then another letter is mailed and the ESL teacher attempts contact by phone. Our school offers only a free-standing, non-self-contained program. Parents are informed of this and typically never express any concern or issue with our program. Parents are encouraged in the original letter to stay in contact with their child's teachers and to make appointments to meet with them if they have any questions or concerns. Parents are also informed that their children will take part in activities in which they will be invited to see them perform.

If an ELL student is identified as having special needs, a conference would take place with our School Based Support Team (SBST) to try to determine how that student can best be serviced to meet their needs.

ELL's who have tested out of the program as being proficient will continue to receive testing accommodations for 2 years thereafter.

At P.S. 397 Foster-Laurie Elementary School, ELL students are not in isolation. They are placed in heterogeneously group classrooms and included in every school project/activity. They partake in music, dance, artistic and cultural activities. They join in school plays and go on all trips to zoos, museums, plays, etc. These activities lend to a feeling of belonging, help children transition into their new and unfamiliar surroundings, and assists in forging friendships and a feeling of community.

ELL students are typically mandated to attend our Early Bird Extended Day Program to augment their regular day ESL services and are also provided the opportunity for further development of language acquisition and proficiency through our Title III supplementary after-school services. The programs afford a more individualized and intensified instructional approach that is geared particularly to the ELL student.

The ESL teacher incorporates technology into her program through Leap Frog and programs available on the internet such as "Starfall". Additionally, ESL students receive regular technology instruction when they travel with their class to the Technology Lab teacher every week.

The instruction is in English for our identified students who were either born in, or whose families migrated from such places as Haiti, Puerto Rico, China and Yemen. These students speak a variety of languages, including Haitian Creole, Spanish, French, Arabic, and Chinese or come from a home where a language other than English is spoken. The goal of the program is to help students become proficient in the English language. This is accomplished by working with new students to develop their English language skills. Newcomers, who have limited vocabulary and phonetic ability, will focus on basics such as phonics, listening and speaking. Repeated participation in English conversation (limited to words, phrases, and then simple sentences) will help students to develop and improve English usage and language patterns. Intermediate and advanced students need help to strengthen their English language skills across the content areas. This will be accomplished by developing

the students' vocabulary and strengthening reading and critical thinking skills. Our long-term ELL's will continue to work on the improvement of their abilities in reading across the various content areas. This will be accomplished by focusing on academic language vocabulary and developing familiarity with the text. Additional instructional time will benefit the ELL's at all levels. During the school year, morning and after-school sessions are available for such assistance. Individual and small-group instruction is important in developing and strengthening language skills. Eligibility for the ESL program is determined by the scores received on tests that are administered twice during the school year. LAB-R is given in the fall at registration, or during the year for all new students. The NYSESLAT is given during the spring. This exam provides crucial information to the ESL provider as to the acquisition of English Language skills. The NYSESLAT also determines a student's continued need or lack thereof for ESL instruction. The ESL teacher uses the score results to plan for grouping for the pull-out portion of her program. She can mix grade levels correspondingly to NYSESLAT indicators of progress and plan instruction accordingly. In addition, 3 interim Acuity assessments are given during the school year to measure student progress across the skill areas and to determine the potential outcome on the New York State ELA for students eligible for ELA state testing. The information provided by the Acuity interim assessments are also used to determine the ongoing progress of the ESL students. Additionally, classroom teachers perform running records three times per year to assess the ongoing progress of their students. This information is shared with the ESL teacher. There are no native language reading tests administered to the ELL students.

ESL students are an important part of the school, and through careful planning the teachers will ensure that their instruction is aligned with the curricular expectations of the entire school. The second language learners will be grouped according to their abilities and grade level and will have opportunities to work with students who are less proficient than themselves, as well as those who are more proficient in English. Working in pairs with children of differing abilities fosters positive attitudes and cooperation among students and allows for the development of social and academic language. All ELL's in the building receive ESL services through individual and/or small-group instruction using a variety of methods and materials. These include Rigby's "On Our Way To English", Leap Frog hand held electronic readers, trade books, big books, small books, tapes, video, computer software programs, listening activities, journal writing, problem solving, story-telling, student-teacher conferencing, and evaluation and review of student work. Rigby's "On Our Way To English" is a K-5 comprehensive language and literacy program designed to meet the needs of English language learners. It focuses on academic language and vocabulary development; thematic-content based instruction (cross-curricular), differentiated instruction, daily routines in oral language, reading and writing, and contains formative and summative assessments.

The ESL teacher confers with the classroom teachers and refers to our curriculum pacing calendar to ensure of alignment of instruction across the curriculum. Cross-curricular materials are utilized to enhance the instruction, inclusive of social studies, mathematics and science. It is the goal of the ESL teacher to work in conjunction with the classroom teachers as opposed to planning a curriculum that is non-supportive of the classroom teacher.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).

- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

Section I. Student and School Information

Grade Level(s) K-5 Number of Students to be Served: 38 LEP Non-LEP

Number of Teachers 1 Other Staff (Specify) 1Art Teacher

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

At P.S. 397, the regular day ESL program is a combined push in and pull-out program for ELL/LEP students in kindergarten through fifth grade classes. The instruction is delivered in English for those students who were either born in or whose families migrated from such places as Haiti, Puerto Rico, Yemen, China, etc. These students speak a variety of languages including Haitian Creole, Spanish, French, Chinese, and Arabic. The identified students are currently receiving their mandated services of 360 minutes per week if they are beginner or intermediate as per their NYSESLAT 2010 scores. Students who are advanced as per their NYSESLAT 2009 scores are receiving 180 minutes per week of ELL instruction.

All ELL's in the building receive services through small-group instruction using a variety of methods and materials. These include Leap Frog, Rigby's "On Our Way To English", trade books, big books, tapes, listening activities, songs, group discussions and accountable talk. Assessment is informal throughout the year via observations, student-teacher conferences, discussions, work, evaluation, and review. Additionally, ELL students take the Acuity assessments, which also provide detailed information about student performance and progress.

The Title III after-school program will serve as an opportunity for beginning and intermediate students in grades 1-4 to receive the additional support to further their acquisition of English Language skills. Examination of the 2010 NYSESLAT scores, as well as the 2010 State ELA scores will determine the need for supplementary intervention for our ELL students. The program will be executed after the regular school day. The program will be delivered by our certified ESL teacher along with the school's art teacher. The arts will be incorporated into the program with children having a culminating performance that will unite reading, speaking, and artistic creations. Parents will be invited to attend this performance and refreshments will be provided. Since the art teacher will be an integral part of the Title III supplementary instruction, trips will be planned for the students. Museums will be a focal point to enrich the artistic portion of the program and to enhance the acquisition of content-related language. Transportation will be provided for the trips.

For the ESL students in the testing grades, this immersion in the after-school Title III program will enhance preparation for the rigors of State testing. We have chosen to use Intervention by Design from Rigby. This program links intervention to any core classroom curriculum by focusing on comprehension strategies, phonemic awareness and phonics, and builds fluency skills. The program has a technological component the teacher can use for planning, customizing assessments and evaluating results, thus the need for a computer and printer. Additionally, the ESL teacher will be incorporating technology for the students into her program.

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Ms. Thorpe, ESL teacher, will meet with grades K-5 during grade-level conferences throughout the month of November. At these meetings she will inform teachers of resources and activities that can be used to support ESL students in the classroom.

Section III. Title III Budget

School: P.S. 397 Foster-Laurie Elementary School BEDS Code: 331700010397

Allocation Amount: \$15,000 total		
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) - Per session	\$5,487.90	122 hours NYSESLAT Preparation January 2011 – April 2011 110 hours x \$49.89 (current teacher per session rate with fringe) =

- Per diem		\$)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$7,000.00	NYSESLAT Preparation Materials (teacher guide, student books, etc.) 2 Apple Computers 1 Computer Table
Transportation	\$2,000.00	Buses: Bronx Zoo Liberty Science Center
Other – Parent Involvement	\$512.10	Refreshments will be provided to the parents of our Title III students when they come to school to view performances.
TOTAL	\$15,000.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Home language surveys were reviewed by the ESL teacher for a determination of language needs for our parents. Parents were offered the opportunity to receive letters/information in their native language.

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

Most parents requested that written communication be in English and that they had someone who could read the English and interpret/translate what they did not understand.

Part B: Strategies and Activities

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

Since the majority of our parents have requested written communication be in English, there is limited need for translation. If a need were to arise, we have individuals on staff capable of performing the translation.

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

In our building we have staff members who speak Spanish, Haitian Creole and Arabic. This enables us to meet the oral needs of parents who have difficulties communicating in English.

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

Based upon the Home Language Identification Survey responses, a master list of parent/home languages will be reserved in the Main Office. The ESL teacher in collaboration with the Parent Coordinator will ensure that parents are informed of all school events, inclusive of all activities during and after the school day. Specified personnel, who are fluent in Spanish, Haitian Creole and Arabic will follow up with phone calls as necessary.

The language breakdown is as follows:

Spanish	-	10 students
Chinese	-	2 students
Bengali	-	1 student
Arabic	-	7 students
Haitian Creole	-	17 students
French	-	1 student

38 ELL students total.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$534,161	\$10,375	\$544,536
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$5,342	N/A	\$5,342
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$26,708	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$104,617	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Section I: Title I Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore P.S. 397 Foster-Laurie Elementary School, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]*, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. P.S. 397'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 Advisory Council, as trained volunteers and welcomed members of our school community. P.S. 397 will support parents and families of Title I students by:

1. providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology) via P.S. 397 staff/consultants or outside consultants.
2. 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;
3. fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
4. providing assistance to parents in understanding City, State and Federal standards and assessments;
5. sharing information about school and parent related programs (P.S. 397's Monthly School Newsletter), meetings and other activities in a format, and in languages that parents can understand
6. providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

P.S. 397's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the P.S. 397 Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent 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, P.S. 397 will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a ¹dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)
- host the required Title I Parent Annual 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; and
- 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.

P.S. 397 will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Open School Week and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association and Title I Parent Advisory Council;
- supporting or hosting OFEA District Family Day events;
- establishing a Parent Resource Center or lending library; instructional materials for parents.
- *hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;*
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; and

Please note that only New York City Public schools that have attained a student population of two-hundred (200) or more will receive funding to hire a Parent Coordinator.

- 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;

Section II: School-Parent Compact

P.S. 397 Foster-Laurie Elementary School, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]* is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. P.S. 397's staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

School Responsibilities:

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to State Standards;
- offering high quality instruction in all content areas; and
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;
- providing reading materials to students to increase reading time at home.
- providing a mandated number of school trips to enhance students' experiential learning

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 a Title I Parent Annual 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, child care or home visits 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; and
- 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:

- Ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.
- 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; and
- planning activities for parents during the school year (e.g., Open School Week);
- providing School Messenger service (phone service) which informs parents about their child's attendance and pertinent information regarding school happenings.

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; and
- 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;

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. I will also:
 - communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
 - respond to surveys, feedback forms and notices when requested;
 - become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
 - participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
 - take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
 - share responsibility for the improved academic achievement of my child;

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; and
- always try my best to learn

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by Principal, Nancy Colon/SLT on Wednesday, October 27th, 2010.

This Parent Involvement Policy was updated on Friday, October 29th, 2010.

The final version of this document will be distributed to the school community on **TBD** (dependent upon final approval) and will be available on file in the Parent Coordinator's office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

Please refer to page 10 of this CEP.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.

P.S. 397 provides opportunities for all children to meet the State's proficient and advanced levels via the Early Extended Day mandated instructional program (grades 1-5 on Tuesdays-Thursdays), as well as after-school supplementary programs (Grades 2-5) for mandated children. Early Extended Day and our after-school programs offer a small group environment where teachers can plan instruction according to specific student needs.

Additionally, in-house AIS and SETTS providers service our at-risk population via push-in and pull-out programs that meet the needs of these struggling learners. We also have a Literacy Consultant who is in our building on Tuesdays through Thursdays throughout the school year. This consultant works with teachers to help advance their instructional capabilities for our struggling learners. Model lessons and collaborative lesson planning is provided as well. In addition, there is a Mathematics Consultant who provides model lessons and collaborative lesson planning across the grades.

3. Instruction by highly qualified staff.

The instructional staff of P.S. 397 is 100% highly qualified. The majority of our educators are in possession of their Master's Degree and the remaining few are in the process of completing one. Our staff is all working within their appropriate licensing area.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Our school offers per-session professional development every month. These trainings are provided by either in house staff or our part-time Literacy consultant. They are inclusive of ARIS training, Acuity training, and the Literacy and Mathematics programs.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

Our school maintains a staff of 100% highly qualified educators. Additionally, we have a very stable staff with a low turnover rate.

6. Strategies to increase parental involvement through means such as family literacy services.

Parents are kept apprised of happenings in the school via the Monthly School Newsletter and announcements attached to the school doors. Workshops provided by our part-time consultants, as well as staff members such as our Art teacher and Guidance Counselor are offered to parents.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

N/A

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Although there are uniform indicators used across the school, such as Acuity Predictives and ITA's, WRAP running records and Everyday Math unit tests, teachers are encouraged to use their own creative materials and resources to continually assess the performance and progress of their students. Their instructional program, particularly the literacy program is unique to each teacher in that they utilize books and materials of their choosing to highlight the mandated subject matter and curricular topics.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

P.S. 397's at-risk students are identified at the start of the school year and assigned to mandated Early Extended Day and during the school day academic intervention services. These students receive both push-in and pull-out assistance and are monitored on an ongoing basis, with feedback provided to the classroom teacher by the AIS provider to ensure that there is uniformity of instruction. After-school instruction is also offered to our at-risk and struggling learners as deemed necessary by their classroom teachers.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Ms. Palmer, our Supervisor of Nutrition surveys children to ascertain their responses to the offered meals. Changes are made according to her findings.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ² Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ³ of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$534,161	✓	12, 13, 14 & 15
Title I, Part A (ARRA)	Federal	✓			\$10,375	✓	Additional funds allocated to subsidize the Guidance Counselor who performs at-risk services.
Title II, Part A	Federal	✓			\$267,178	✓	Not specifically stated but implied as teacher salaries and per-diem costs are paid through this fund.
Title III, Part A	Federal	✓			\$15,000	✓	23
Title IV	Federal			✓			
IDEA (Total)	Federal	✓			\$63,289	✓	Not indicated monetarily on a specific page in the CEP, but used for paraprofessional salaries. Our paraprofessionals support our students with disabilities. It also partially is used for the Guidance Counselor’s salary, as that individual supports our students who have social and academic disabilities.
Tax Levy	Local			✓			

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS – DOES NOT APPLY

Reminder: 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

DOES NOT APPLY

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR⁴ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

DOES NOT APPLY

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

There are currently 9 Students in Temporary Housing attending our school.

2. Please describe the services you are planning to provide to the STH population.

These students will work with the Guidance Counselor on dealing with the transition of moving from home to temporary housing and eventually back to a permanent residence. Teachers will be informed of their students' living situation and urged to be sensitive and open-minded when dealing with emotional and social issues related to their family situation. Teachers are encouraged to confer with the Guidance Counselor for information and strategies on how to better assist the temporarily housed student. There are monies set aside to assist families in need with uniforms, school trips, graduation costs and Metrocards.

The school is a source of valuable information to the families in temporary housing in regard to medical information (i.e. vaccinations) and social services available to support the entire family.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 397 Foster-Laurie					
District:	17	DBN:	17K397	School		331700010397

DEMOGRAPHICS

Grades Served:	Pre-K		3	v	7		11		
	K	v	4	v	8		12		
	1	v	5	v	9		Ungraded		
	2	v	6		10				

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		93.5	94.1	93.8
Kindergarten	43	48	50				
Grade 1	83	70	52	Student Stability - % of Enrollment:			
Grade 2	71	84	63	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	80	71	75		89.4	92.3	88.4
Grade 4	74	70	62				
Grade 5	76	76	71	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		78.1	91.5	99.5
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		0	42	64
Grade 12	0	0	0				
Ungraded	0	0	0	Recent Immigrants - Total Number:			
Total	427	419	373	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					10	2	1

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	11	8	0	Principal Suspensions	0	6	9
# in Collaborative Team Teaching (CTT) Classes	8	9	14	Superintendent Suspensions	0	11	5
Number all others	7	11	17				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	32	32	32
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	6	5	4
# receiving ESL services only	33	35	TBD				
# ELLs with IEPs	1	2	TBD	Number of Educational Paraprofessionals	4	3	4

These students are included in the General and Special Education enrollment information above.

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	75.0	71.9	78.1
				% more than 5 years teaching anywhere	68.8	65.6	65.6
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	78.0	78.0	84.4
American Indian or Alaska Native	0.7	1.4	0.5	% core classes taught by "highly qualified" teachers	100.0	100.0	100.0
Black or African American	89.7	88.8	89.5				
Hispanic or Latino	5.2	5.7	5.4				
Asian or Native Hawaiian/Other Pacific	2.3	2.6	2.1				
White	1.6	1.2	2.4				
Male	51.3	53.9	52.5				
Female	48.7	46.1	47.5				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native	-	-	-				
Black or African American	v	v					
Hispanic or Latino	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial	-	-					
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	3	3	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	41.1	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	9.6	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	3.4	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	28.1						
<i>(Comprises 60% of the</i>							
Additional Credit:	0						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster Fordham University	District 17	School Number 397	School Name Foster-Laurie
Principal Nancy Colon		Assistant Principal Phillip Stanford	
Coach Ilona Lawit		Coach type here	
Teacher/Subject Area Deirdre Thorpe/ESL		Guidance Counselor Diane Braithwaite	
Teacher/Subject Area type here		Parent type here	
Teacher/Subject Area type here		Parent Coordinator type here	
Related Service Provider type here		Other type here	
Network Leader Marge Struk		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	378	Total Number of ELLs	38	ELLs as Share of Total Student Population (%)	10.05%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

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

At enrollment, a trained pedagogue administers the HLIS (Home Language Identification Survey) to the parent for the determination of need for the administration of the LAB-R (and Spanish LAB for Spanish-speaking students). This survey is available in nine languages. Additionally, an oral interview in the native tongue of the parent is performed. Based upon the information provided on the HLIS form, a determination of home language is made and if there is a home language other than English, the student is then mandated for LAB-R (Language Assessment Battery-Revised). This assessment must be administered within 10-days of enrollment. The assessment provides level of mastery of English and the need or lack thereof for ESL services. Students who speak Spanish at home and who do not score as proficient are also administered the Spanish LAB. Parents of students who are mandated to receive ESL services will be notified of their child's eligibility via an Entitlement Letter to receive services and will be given options for the three types (Transitional Bilingual Education, Dual Language, Freestanding ESL) of programs available to English Language Learners. Parents are provided a Program and Selection Form and it must be completed and returned to the school. If the form is not returned promptly (within the week), the ESL teacher will send a reminder letter to the parents and will also make phone contact. If parents need translation services to assist them with the completion of the application, P.S. 397 has staff members who can converse in Spanish, Haitian Creole and Arabic. We can also provide information via DOE brochures (in native languages) and the DVD available. At the beginning of the school year, our licensed ESL teacher, Deirdre Thorpe, holds a meeting for parents whereby the DVD is played for them in their language. At P.S. 397, the only program available is a free-standing ESL program. None of our parents have ever opted to not admit their child(ren) to our school for a different program available somewhere else. As new enrollments occur throughout the school year, the same process is followed with the exception of group meetings for viewing of the DVD. Individual viewings happen on an ongoing, as-needed basis.

Deirdre Thorpe, our certified ESL teacher provides the preliminary services as well as the academic services for our mandated ELL's. Ms. Thorpe speaks English only and is highly qualified in the area of ESL instruction and delivery. In order to determine growth and mastery of the acquisition of English, the NYSESLAT (New York State English as a Second Language Achievement Test) is administered each Spring. The results provide pertinent information as to the specific areas of language acquisition, as well as whether or not continued services in ESL are necessary. Programmatic decisions for the following school year are based on the results.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (50%/50%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Push-In	3	7	8	6	6	8	0	0	0	0	0	0	0	38
Total	3	7	8	6	6	8	0	0	0	0	0	0	0	38

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	38	Newcomers (ELLs receiving service 0-3 years)	33	Special Education	2
SIFE	1	ELLs receiving service 4-6 years	5	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	33	1	2	5	0	0	0	0	0	38
Total	33	1	2	5	0	0	0	0	0	38

Number of ELLs in a TBE program who are in alternate placement: 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
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	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																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	2	2	3	2									10
Chinese					1	1								2
Russian														0
Bengali					1									1
Urdu														0
Arabic	1	1	3	1		1								7
Haitian	1	4	3	2	2	5								17
French						1								1
Korean														0
Punjabi														0
Polish														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian														0
Other														0
TOTAL	3	7	8	6	6	8	0	38						

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

1.
 - a) Instruction is delivered using a push-in/pull-out organizational model.
 - b) A combination of models is utilized throughout the day. We use an inter-grade model whereby students from different grade levels with similar proficiency levels are grouped together. Conversely, there are groups on the same grade level with differences in proficiency. In certain cases a large group of ELL students are placed together in one general education classroom, thus allowing the ESL teacher to push-in with these larger groups of students and working in concert with those teachers to provide a unified and highly supportive curriculum.
2. We are able to provide the mandated number of minutes for each student according to their proficiency levels by aligning the ESL instruction with the classroom instruction, so that there is a continuity of curriculum thus allowing the freedom to remove students from the classroom without disturbing their curricular requirements. Beginning and intermediate students receive 360 minutes per week in a combination of pull-out and push-in instruction. Advanced students receive 180 minutes per week using the same combination of pull-out and push-in instruction. When pulled out of the classroom, students are grouped together by proficiency level using an intergrade approach at times.
 - a) As a freestanding ESL program, the children are only supposed to have 25% of their instruction (as per the graphic organizer contained in this worksheet) in their native language. In our ESL classroom, we have dual language dictionaries that the children have free access to use. Additionally, we have technology programs that provide lessons in dual languages, i.e. Leap Frog and internet-based programs.
3. The Cognitive Academic Language Learning Approach (CALLA) offers practical advice about how to instruct according to the long-

term academic needs of a second language learner. Practical suggestions for teachers include:

- Ø eliciting prior knowledge
- Ø focusing on depth rather than breadth when planning the curriculum (making the most pragmatic declarative and procedural knowledge the highest priority)
- Ø learning strategies should be taught explicitly in order to help students help students take control of their own learning
- Ø focus on academic language across the content areas
- Ø teach content area through English language arts

4. Differentiated Instruction

a) Students who have had interrupted formal education have deeper academic needs than students who have received formal instruction in their native languages. Their needs go beyond academic and include social behaviors and school norms so that school assimilation can take place, thus leading toward a greater opportunity for academic success. The SIFE student can benefit from a combined approach that includes some one-on-one instruction to meet their most basic lingual needs, some small group instruction to allow for learning from peers, as well as modeling of appropriate school behaviors. It is important that the teacher’s time with the SIFE student is filled with meaningful instruction that includes high-interest/low-level readability literature to attract their attention. It is also pertinent that the teacher distinguishes student strengths from weaknesses and capitalizes on those strengths to build self-esteem and confidence in the SIFE learner.

b) For our students who are newcomers or less than three years in ESL, it is vital that they have exposure to content-area instruction using ESL methodology and supportive materials; so that when they are faced with content area examinations they have a basis of understanding. Many content-area textbooks (i.e. social studies and science) come with ESL extension activities for the support of the ELL student.

c) For our long-term ELL’s there is a need firstly to determine the area of greatest weakness. Once the area of greatest weakness has been ascertained, programmatic decisions are based on that information, i.e. teaching strategies to fortify the limited areas through the use of content-area subject matter. For example, if basic phonics appears to be lacking, then instruction based on that deficiency is provided.

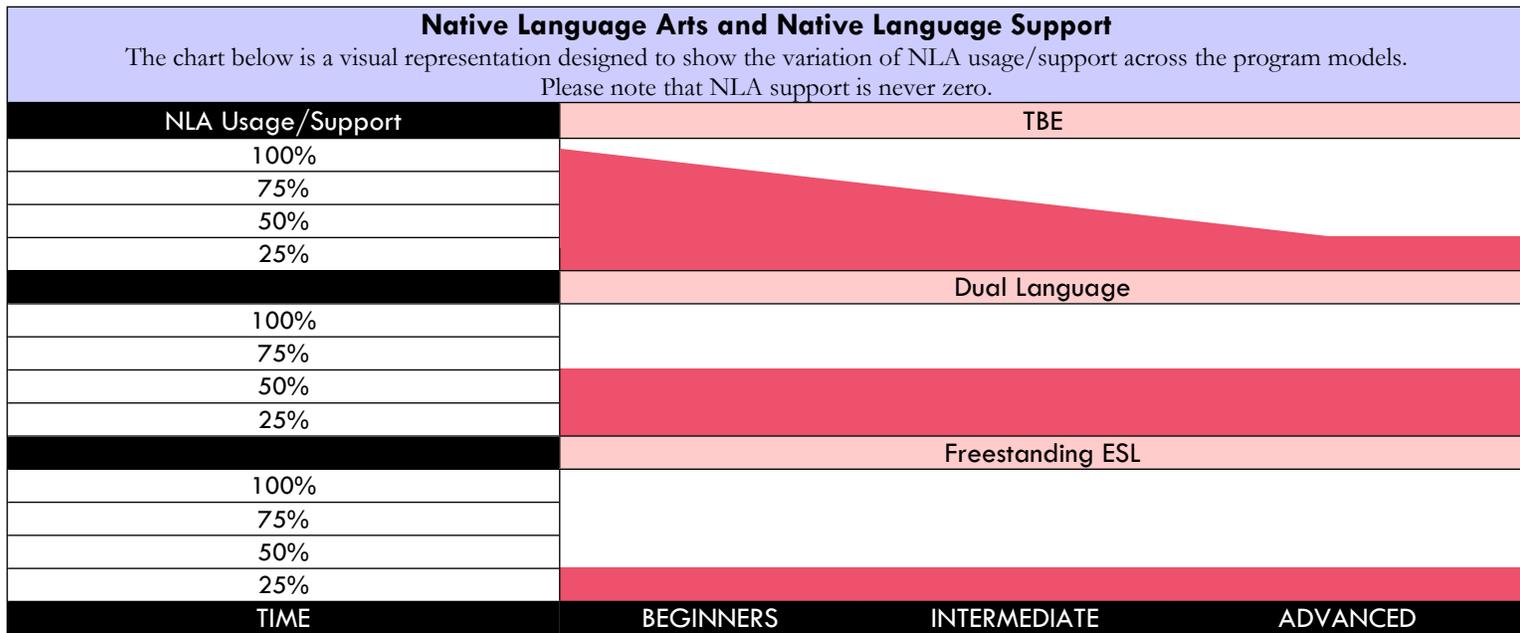
d) For ELL students who exceed the 6-year period of service, great attention would be given to the evaluation of the needs of these students. A more extensive look at where the student lacks the most is required to establish if the impasse lies within a specific content area or an English language arts strand, i.e. reading or writing. If the conclusion supports that the problem stems from content area learning then more attention must be given to the vocabulary and structure of that subject area to enhance the learning process. If the weakness is related to reading or writing then consideration must be given to the discovery of a new program that will address that issue. There is another circumstance that needs to be given contemplation when establishing the performance of a beyond 6-year ELL in that there may be the possibility of test anxiety leading to low scoring on standardized exams versus performance in the classroom.

e) For the ELL student who has an IEP as well, if that student is serviced by another provider in addition to the ESL teacher, then there needs to be collaboration between the two providers to ensure continuity and effectiveness of instruction. Furthermore, the ESL teacher needs to be mindful of the IEP recommendations and should include those in their instructional planning.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week

ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

5. Following are programs that are utilized for ESL instruction:

Ø ELA – Rigby's On Our Way to English includes a writing program which is utilized to build mastery of writing skills and strategies through interactive guided and independent writing. Rigby's Intervention By Design reinforces organizational strategies for all writing levels. By using Rigby's Intervention By Design, individual student needs are addressed in all areas of reading including phonemic awareness, phonics, vocabulary, comprehension and fluency. Intensive flexible instruction connects to core curriculum across the grade levels.

Ø Content areas such as mathematics, science and social studies are addressed using the prescribed schoolwide curriculum while attaching ESL methodologies to meet the needs of the second language learner.

Ø To reach all subgroups equitably differentiated instruction is crucial. The SIFE student will meet with the ESL teacher both in small groups and in one-on-one settings. The short-term ELL will be paired with like proficiency abilities as well as grade-level peers. The long-term ELL will be given extensive vocabulary/academic language enrichment via the content area curriculum to enhance learning.

6. Our ELL students who achieve proficiency on the NYSESLAT continue to receive their prior ELL testing modifications for two years beyond testing out. This takes into consideration that even though the student has met the criteria to be considered proficient, that an individual is not on a level playing field lingually with the non-ELL student until five to seven years into our academic system.

7. Given the fact that we have a large influx of newcomers (particularly from Haiti), we would give thought to researching the available programs geared toward newcomers. More field trips will be scheduled as they are beneficial in providing experiences that lend themselves to oral discussion and writing assignments.

8. No programs or services will be discontinued at this time. We have found them to be beneficial and enjoyable for the students.

9. ELL students are not excluded from any programs in the building. They are not pulled out from their classrooms during art, computers or science. We understand that each of those areas of instruction enhance their academic experience and should not be supplanted with pull-out instruction.

Since our school receives Title III monies for supplementary education for ELL students, our program will begin in October 2010 and continue through December 2010. The program consists of ESL in conjunction with Art. The children get to have hands-on experiences with creativity related to subject area instruction. There is a culminating group performance where parents are invited to attend. All ELL students are mandated for our Early Bird Extended Day Program where they receive small group assistance in ELA and Mathematics on Tuesdays, Wednesdays and Thursdays. When their Title III program concludes, they are given the opportunity to attend the after-school program open to all at-risk children. There is a scheduled after school for February 2011-April 2011.

10. Instructional programs/materials available to ELLs:

- Ø Rigby's On Our Way To English
- Ø Rigby's Intervention By Design
- Ø Leveled libraries consisting of fiction and non-fiction

- Ø Leap Frog hand-held electronic readers with headsets
- Ø Two desk-top computers
- Ø Manipulatives consisting of letters and words
- Ø Variety of dictionaries for second language learners
- Ø CDs with music, chants, etc.

11. As a freestanding ESL program, the children are only supposed to have 25% of their instruction (as per the graphic organizer contained in this worksheet) in their native language. In our ESL classroom, we have dual language dictionaries that the children have free access to use. Additionally, we have technology programs that provide lessons in dual languages, i.e. Leap Frog and internet-based programs. Instruction via the teacher is provided in English as she is not fluent in any of the languages of our ESL students.

12. Yes, our resources and services support our ELL's needs across the grade levels. The programs we offer are grade specific and age appropriate. Additionally, we utilize content area specific materials while maintaining the methodology used to teach ELLs.

13. Parents of new incoming students can not be notified that their child is eligible for ESL. Upon registration for the new term they complete a HLIS form indicating the language spoken in the household, and if the survey indicates that a language other than English is spoken, then their child will be administered the LAB-R. At that point the parent(s) will be made aware that the results of the LAB-R will deem eligibility of services. Once the year begins and the LAB-R is administered and eligibility finalized, parents can then be invited to attend an orientation meeting where they are introduced to their child's ESL provider and watch an informative video in their native language about the program.

14. This question does not pertain to P.S. 397 Foster-Laurie Elementary School.

C. Schools with Dual Language Programs

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

DOES NOT APPLY

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. Professional Development Plan:

- Ø The ESL teacher will have inter-school visitations and turnkey information to P.S. 397 staff.
- Ø Professional development sessions provided by the ESL teacher will include topics such as compliance, writing, SIOP model and NYSESLAT preparation. These PD sessions take place on DOE PD days, during grade-level conferences and after-school per-session professional development opportunities. The grade-level meetings that run for 50-minutes per session fulfills the minimum 7.5 hours of ELL training for all staff. At each grade-level meeting sign-in sheets are utilized to indicate staff members in attendance.

2. At P.S. 397, our Guidance Counselor provides support to the students in reference to transitioning from elementary to middle school. She discusses their school/program options and how to complete applications. The parents of the transitioning students are invited to meetings and are provided assistance where necessary.

3. Professional development sessions provided by the ESL teacher will include topics such as compliance, writing, SIOP model and NYSESLAT preparation. These PD sessions take place on DOE PD days, during grade-level conferences and after-school per-session professional development opportunities. In addition, staff may share relevant issues and ask questions concerning ELLs.

E. Parental Involvement

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

1. Parent Involvement at P.S. 397 includes an open-house for all parents, an orientation meeting for parents of identified ELLs, as well as opportunities to see their children perform at school and to chaperone during field trips. Parent/Teacher conferences held two times per school year are always an opportunity to keep an open line of communication between the home and the school.

2. We currently do not partner with any CBO's in reference directly with ELL students.

3. We have given consideration to a parent questionnaire in reference to preferred language for written communication. If parents have any other concerns or issues they can always schedule an appointment to meet with the administration, teachers or the ESL provider for clarification and assistance.

4. When parents come to the school for PT conferences they allow themselves the opportunity to ask questions and make suggestions that will assist with the educational needs of their child(ren). When parents participate in field trips they have the chance to build a relationship with the classroom teacher and possibly other chaperoning parents.

5. Workshops are also provided for ESL parents. The workshops are conducted by the ESL teacher and can include any staff member who would like to participate. Parents are also invited to attend any performances that their children are involved in.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	3	4	2	2	3	1								15
Intermediate(I)		2	4	2	1	7								16
Advanced (A)		1	2	2	2	0								7

Total	3	7	8	6	6	8	0	0	0	0	0	0	0	38
-------	---	---	---	---	---	---	---	---	---	---	---	---	---	----

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1				1
4	1	2			3
5	2	3	1		6
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1								1
4	2		2						4
5	1		5		1				7
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	4		1		2				7
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1. ECLAS-2 and Fountas and Pinnell running records to ascertain the student's reading level and fluency. The data indicates that ELLs perform at lower reading levels and have deeper issues with phonemic awareness and comprehension. The information from these assessments help inform the school's instructional plan by highlighting areas of need and attention.

2. There is an extremely minimal difference between the amount of students falling in the beginner and intermediate range. Inversely, there are few students falling into the advanced and proficient levels. In line with the NYSESLAT data analysis is the NYS Exams data that also indicates that the majority of the tested ELLs fall into levels 1 and 2, with very few 3's and no level 4's.

3. More emphasis will be placed on the modalities that indicate lack of student growth. Additionally, more supplementary materials will be utilized to complement the existing programs.

4. a) Almost all of our students take all examinations in English, with the exception of one student who tested for State Math in Spanish. As students move up in the grades, the proficiency levels tend to increase.

b) Currently, we do not administer the ELL Periodic Assessments.

c) Does not apply.

5. Does not apply.

6. We evaluate the success of our ESL programs based on the results garnered from running records, interim assessments (Acuity), NYS examinations, NYSESLAT and overall classroom performance and teacher-generated examinations. Additionally, curricular decisions are made in reference to outcomes relating to data acquired from examinations.

Additional Information

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

Additional Information

N/A

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		