



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME:** JOHN B. RUSSWURM ELEMENTARY SCHOOL

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 05M197

**PRINCIPAL:** NATASHA SPANN      **EMAIL:** NSPANN@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** GALE REEVES

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
Natasha Spann	*Principal or Designee	
Antoine Bogard	*UFT Chapter Leader or Designee	
Helena Clay	*PA/PTA President or Designated Co-President	
Tracey Ball	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Rony Delerme	Member/Teacher	
Elizabeth Smith	Member/Teacher	
Cheryl Blue	Member/Parent	
Jennifer Fields	Member/Parent	
Simone Rios	Member/Parent	
Juna Plonquet-Hankies	Member/Parent	

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

## ANNUAL GOAL #1 AND ACTION PLAN

### **Annual Goal #1**

**By June 2012, the number of students demonstrating progress on the New York State English Language Arts (ELA) assessment will increase by 5% as measured by the New York City Progress Report.**

### **Comprehensive needs assessment**

According to the 2010-2011 NYC Progress Report, the number of students performing at or above proficiency in ELA was 26.9%. The median adjusted growth percentile was 39. In the prior year, 44.4% of students were at or above proficiency level in ELA and 70 was the Median growth percentile. For the 2008-2009 school year, 67.6% of students were performing at or above proficiency in ELA. The percentage of students making one year of progress in ELA was 73.8%. This three-year trend analysis of student performance and progress indicates a consistent decline. PS 197M did not earn any of the 60 point allotment for the Student Progress category of the 2010-2011 NYC Progress Report. As a result, we have made progress in ELA for all students a priority goal for the school year.

### **Instructional strategies/activities**

Creation of Model Classrooms and weekly Lab Site visits  
Administrative Staff, Model Classroom Teachers, Literacy Consultant  
Sept 2011- June 2012

Monthly Professional Development in literacy  
Administrative Staff, Literacy Consultant  
Sept 2011- June 2012

Monthly Children First Network ELA workshops in Common Core Learning Standards  
Teacher Representatives  
November 2011- June 2012

Common Planning with ELA Vertical Team  
Grade Representative  
September 2011- June 2012

Curriculum Planning and creation of curriculum maps  
Administrative Staff, Curriculum Mapping Team

January 2012- June 2012

Ongoing Data Analysis Meetings in Core Inquiry Team and Grade Level Teacher Teams

Administrative staff, Data Specialist and Instructional staff

October 2011- June 2012

Utilization of instructional resources, namely Accelerated Literacy Learning Units of Study, Accelerated Reading Computerized Program, and ACUITY customized electronic study sessions

Classroom Teachers, Technology Teacher, Accelerated Reader consultant and Administrative Staff

November 2011- June 2012

Extended Day Program for identified students

Instructional Staff, Administrative Staff

September 2011- June 2012

Daily strategic, target, small group reading instruction daily

Classroom Teachers

September 2011- June 2012

Administrative Walkthroughs and Formal and informal observations using a research-based rubric

Administrative Staff

October 2011- June 2012

### **Steps for Including teachers in the decision-making process**

An instructional cabinet will be created which will consist of one teacher from each grade level. These teachers will collaboratively make decisions with administration at monthly meetings as to what assessments to use to determine the effectiveness of all of the above named activities that will support improvement in student outcomes for English Language Arts. Additional feedback forums will be embedded into the weekly school schedule. Written reflection forms will also be provided to teachers and paraprofessionals to gather data on the effectiveness of our action plan activities.

### **Strategies to increase parental involvement**

The following are excerpts from our school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal:

- providing materials and training to help parents work with their children to improve their achievement level in literacy
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- 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;

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Administrative staff will regularly attend hiring fairs to identify and recruit highly-qualified teachers.
- The secretaries will work closely with the CFN human resource point personnel to ensure that non-HQTs meet all required documentation, certification, and assessments.
- Mentors will be assigned to support new teachers and teachers who need further development with instructional practices in ELA.

**Service and program coordination**

- Sub programs have been established in the Harlem Children's Zone and the Playschool program that focuses on improving literacy skills such as reading composition and vocabulary acquisition.
- The Harlem Renaissance Health program are on-site daily to respond to all mental and physical health related issues to ensure that all students are fit for learning.

**Budget and resources alignment**

As a Title I School-wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair student Funding (Tax Levy), Title I Funds and human resources to implement this action plan from September 2011-June 2012 as indicated below:

- Professional instructional materials to support curriculum development during the regular school day.
- Consumable instructional materials for use during extended day and Saturday programs.
- Teacher per session (3 days per week) for afterschool programs and differentiated professional development.

The Carmel Hill Fund will purchase 10 sessions for a Literacy Consultant.

**ANNUAL GOAL #2 AND ACTION PLAN**

**Annual Goal #2**

**By June 2012, the number of students demonstrating progress on the New York State Mathematics assessment will increase by 5% as measured by the New York City Progress Report.**

**Comprehensive needs assessment**

According to the 2010-2011 NYC Progress Report, the number of students performing at or above proficiency in Mathematics was 31.3%. The median adjusted growth percentile was 13.5. In the prior year, 50% of students performed at or above proficiency in mathematics and the median growth percentile was 56. For the 2008-2009 school year, 84.7% of students were performing at or above proficiency in math. The percentage of students making one year of progress in Mathematics was 69.6%. This three-year trend analysis of student performance and progress indicates a consistent decline. PS 197M did not earn any of the 60 point allotment for the Student Progress category of the 2010-2011 NYC Progress Report. As a result, we have made progress in Mathematics for all students a priority goal for the school year.

**Instructional strategies/activities**

Monthly Professional Development in mathematic  
Administrative Staff  
September 2011- June 2012

Monthly CFN Math workshops in CCSS  
Teacher Representatives  
November 2011 June 2012

Creation of Model Classrooms and Lab Site visits  
Administrative Staff and Model Classroom Teacher  
September 2011- June 2012

Curriculum Planning and creation and refinement of curriculum maps and scope and sequence  
Administrative Staff, Curriculum Mapping Team  
September 2011- June 2012

Common Planning with Math Vertical Team  
Grade Representative  
September 2010- June 2011

Ongoing Data Analysis Meetings in Core Inquiry Team and Grade Level Inquiry Teams  
Administrative Staff, Data Specialist and Instructional staff  
September 2011- June 2012

Utilization of instructional resources, namely Everyday Math and Kaplan Test Preparation Materials  
Classroom Teachers and Administrative Staff

September 2011- June 2012

Extended Day Program for identified students

Instructional Staff

September 2011- June 2012

Daily strategic, target, small group math instruction daily

Classroom Teachers

September 2011- June 2012

Administrative Walkthroughs and Formal and informal observations and Component A reviews

Administrative Staff

October 2011- June 2012

Parents will be trained on how to use ARIS Parent Link to support their children

Technology Teacher, Administrative Staff, Parent Coordinator

November 2011- August 2012

### **Steps for Including teachers in the decision-making process**

An instructional cabinet will be created which will consist of one teacher from each grade level. These teachers will collaboratively make decisions with administration at monthly meetings as to what assessments to use to determine the effectiveness of all of the above named activities that will support improvement in student outcomes for mathematics. Additional feedback forums will be embedded into the weekly school schedule. Written reflection forms will also be provided to teachers and paraprofessionals to gather data on the effectiveness of our action plan activities.

### **Strategies to increase parental involvement**

The following are excerpts from our school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal:

- providing materials and training to help parents work with their children to improve their achievement level in mathematics
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- 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;

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Administrative staff will regularly attend hiring fairs to identify and recruit highly-qualified teachers.
- The secretaries will work closely with the CFN human resource point personnel to ensure that non-HQTs meet all required documentation, certification, and assessments.

- Mentors will be assigned to support new teachers and teachers who need further development with instructional practices in mathematics.

**Service and program coordination**

- Sub programs have been established in the Harlem Children's Zone and the Playschool program that focuses on improving mathematics skills such as reading composition and vocabulary acquisition.
- Harlem Children's Zone maintains a baby college at the school for parents of children ages birth to 3 years old that focuses on improving parenting skills and emergent literacy skills for the children to ensure successful transition into pre-k
- The Harlem Renaissance Health program are on-site daily to respond to all mental and physical health related issues to ensure that all students are fit for learning.

**Budget and resources alignment**

As a Title I School-wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair student Funding (Tax Levy), Title I Funds and human resources to implement this action plan from September 2011-June 2012 as indicated below:

- Professional instructional materials to support curriculum development during the regular school day.
- Consumable instructional materials for use during extended day and Saturday programs.
- Teacher per session (3 days per week) for afterschool programs and differentiated professional development.

### ANNUAL GOAL #3 AND ACTION PLAN

#### **Annual Goal #3**

**By June 2012, the student annual attendance rate will increase by 2% as measured by the 2011-2012 Progress Report.**

#### **Comprehensive needs assessment**

The overall attendance rate for the 2010-2011 school year according to the NYC Progress report was 89.8%, which is a decrease of 1.3% from the previous school year. In the 2008-2009 school year the rate was 91.5%. Students in temporary housing make up approximately 12% of our student population. According to our annual student asthma survey, about 1/3<sup>rd</sup> of our student population have asthma. Informal assessments conducted by the attendance committee members indicate that student attendance improves each time that an incentive program is implemented. However, the school has not implemented this program on a consistent basis. Therefore, one of our priority goals for the year is to improve our overall attendance rate by 2%

#### **Instructional strategies/activities**

##### **Strategies/Activities**

Bi-Monthly Attendance Meetings

Administrative Staff, Attendance Teacher, School Aide

Sept 2011- June 2012

Ongoing Attendance Incentive Plan and Tracking System

Administrative Staff, Guidance Counselor, Teachers, School Aides, Parent Coordinator

Sept 2011- June 2012

ATS Attendance Reports reviewed weekly

School Aides, Attendance Teacher

Sept 2011- June 2012

Home Visits

Attendance Teacher and Pupil Accounting Secretary

Outreach to Parents/Attendance Letters/ Parent Coordinator and School Aides

Oct 2011- June 2012

Buddy System for targeted students

Attendance Team Members, CBO Mentors

Nov 2011- June 2012

School Messenger

Ongoing Every Year

### **Steps for Including teachers in the decision-making process**

An instructional cabinet will be created which will consist of one teacher from each grade level. These teachers will collaboratively make decisions with administration at monthly meetings as to how we can further improve student attendance. Additional feedback forums will be embedded into the weekly school schedule. Written reflection forms will also be provided to all school constituents to gather data on the effectiveness of our action plan activities.

### **Strategies to increase parental involvement**

The following are excerpts from our school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal:

- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, 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;

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Administrative staff will regularly attend hiring fairs to identify and recruit highly-qualified teachers who have demonstrated best practices in collaborating with the school community to improve student attendance.
- The secretaries will work closely with the CFN human resource point personnel to ensure that non-HQTs meet all required documentation, certification, and assessments.

### **Service and program coordination**

- A SAPIS worker was hired to support the school's effort to improve student attendance.
- The Learning Leaders program is utilized to train and certify parents for volunteering on a regular basis.
- The TOURO College Equity Assistance center will conduct bi-monthly visits to work with the administrative staff on enhancing the culture of the school community.

**Budget and resources alignment**

As a Title I School-wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair student Funding (Tax Levy), Title I Funds and human resources to implement this action plan from September 2011-June 2012 as indicated below:

- Incentives for students with perfect attendance including, but not limited to certificates, ribbons.
- Materials for parent workshops once per month
- Ten month contract for School Messenger service

School Funds will be used to provide field trips and celebrations for students and families with excellent attendance.

**ANNUAL GOAL #4 AND ACTION PLAN****Annual Goal #4**

**By June 2012, 90% of teachers will be trained on aligning the New York State Common Core Learning Standards to the curriculum.**

**Comprehensive needs assessment**

According to the 2009-2010 Quality Review, under the section of what the school needs to work on, "...many teachers do not demonstrate the necessary skill level to adapt the curricula so that it challenges students performing at varied ability levels, especially higher achieving students. Although the curriculum is designed to reflect key standards, faculty does not yet carefully integrate curricula across core subject areas. As a result, many students are not engaged in project-based learning. Moreover, performance-based tasks that probe for deep understanding, application of learning and promote rigorous habits do not coherently extend across all content areas or grade levels so that every student is suitably challenged." Based on a teacher survey performed at the beginning of the school year, 80% of pedagogues felt that they had at a basic level of knowledge of the Common Core Learning Standards. Recommendations from the Quality Review also indicate a need for emphasizing rigorous habits and higher order thinking skills for a variety of learners. This qualitative data supports priority of supporting the teachers with aligning the state standards to curriculum.

**Instructional strategies/activities**

Professional Development and vertical team meetings for Model Classroom staff  
Administrative Staff, Model Classroom teachers, CFN Instructional Support Team  
Inter-visitation of Model Classrooms  
Administrative Staff, Partnering Schools  
November 2011- June 2012

Common Planning with ELA and Model Classroom Teachers Vertical Team  
Grade Representative  
September 2011- June 2012

Curriculum Planning and refinement of curriculum maps  
Administrative Staff, Curriculum Mapping Team  
January 2012- June 2012

### **Steps for Including teachers in the decision-making process**

An instructional cabinet will be created which will consist of one teacher from each grade level. These teachers will collaboratively make decisions with administration at monthly meetings as to what assessments to use to determine the effectiveness of all of the above named activities that will support improvement of instructional practices and skill level of implementing the Common Core Learning Standards throughout the school.

### **Strategies to increase parental involvement**

The following are excerpts from our school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal:

- 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;
- 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;

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Administrative staff will regularly attend hiring fairs to identify and recruit highly-qualified teachers who have extensive knowledge and experience with implementing the Common Core Learning Standards.
- The secretaries will work closely with the CFN human resource point personnel to ensure that non-HQTs meet all required documentation, certification, and assessments.
- Mentors will be assigned to support new teachers and teachers who need further development with understanding and implementing the Common Core Learning Standards.

### **Service and program coordination**

- The Children First Network we are affiliated with provides monthly professional development for instructional and administrative staff to build capacity with aligning the Common Core Learning Standards.
- All teachers will participate in the TOURO College Literacy support program which was established specifically for our school.

### **Budget and resources alignment**

As a Title I School-wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair student Funding (Tax Levy), Title I Funds and human resources to implement this action plan from September 2011-June 2012 as indicated below:

- Professional instructional materials to support curriculum development during the regular school day.
- Professional texts to use during study groups for improving instructional practices.
- Teacher per session differentiated professional development.

- Per Diem Subs for professional development during the school day.

### ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>	13	14	N/A	N/A	10	0	0	0
<b>1</b>	18	18	N/A	N/A	13	0	2	0
<b>2</b>	23	24	N/A	N/A	20	0	0	0
<b>3</b>	10	6	N/A	N/A	11	0	3	0
<b>4</b>	41	34	4	0	18	0	0	0
<b>5</b>	44	38	0	0	16	0	3	0
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>								
<b>10</b>								

11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<b>ELA</b>	<p>Student literacy needs are addressed through small group intensive guided reading focusing on phonological awareness, visual perception of letters, word recognition, phonics/decoding skills, phonics/structural analysis, fluency/automaticity and comprehension. These groups are held throughout the school day as well during extended day time.</p> <p>Accelerated Reader is used daily in grades K-5 to customize support for individual students with reading comprehension skills.</p> <p>After-School Programs include Play School and Harlem Children’s Zone provide small group skill acquisition sessions daily.</p> <p>Test-Prep Afterschool 3 days per week for grades 3 and 4.</p> <p>Saturday Academy for grades 2-5.</p> <p>One-to-one tutoring is provided by Harlem Children’s Zone Peacemakers daily.</p> <p>SETTS teacher utilizes Wilson with selected students.</p>
<b>Mathematics</b>	<p>Everyday mathematics games are utilized daily.</p> <p>Small group instruction in class using teacher-created performance tasks as a frame and Math Steps.</p> <p>Accelerated Mathematics is used daily in grades K-5 to customize support for individual students</p>

	<p>with procedural skills.</p> <p>After-School Programs include Play School and Harlem Children’s Zone which provide small group skill acquisition sessions daily.</p> <p>Test-Prep Afterschool 3 days per week for grades 3 and 4.</p> <p>Saturday Academy for grades 2-5.</p> <p>One to one tutoring before school with Harlem Children’s Zone Peacemakers.</p>
<b>Science</b>	<p>During the day, small group instruction.</p> <p>Grade 4 Extended Day – one day per week</p>
<b>Social Studies</b>	<p>During the day, small group instruction.</p>
<b>At-risk Services provided by the Guidance Counselor</b>	<p>Full time school guidance counselor works with mandated students in small groups and individually. Counselor also provides additional guidance support to non-mandated students as referred by PPT, teachers, administrators and parents. Full time SAPIS teacher pushes into classes daily. The focus is around the exploration of student strengths and interests as they relate to educational, personal and social growth. Crisis intervention provided as needed to students. Topics include self-esteem, work habits, conflict resolution, friendship and bereavement.</p>
<b>At-risk Services provided by the School Psychologist</b>	<p>Small group and one to one counseling address social emotional issues. Behavior intervention plans are created in collaboration with classroom teachers to be implemented during the school day.</p>
<b>At-risk Services provided by the Social Worker</b>	<p>Individual Counseling/At-Risk Services: a variety of services were conducted according to student and/or family needs. At-Risk services by the school social worker includes:</p> <ul style="list-style-type: none"> <li>Intervention &amp; Preventive Services for Child/Family</li> <li>Short-Term Counseling</li> <li>Conflict-Resolution and Mediation Sessions with Students</li> <li>Videos</li> <li>Play Therapy</li> <li>Classroom Observations &amp; Visits</li> <li>Meetings, Phone contact and Follow-Up with Parents</li> </ul>

	<p>Meetings with both Parents and Teachers</p> <p>Referrals to Community-Based Agencies</p> <p>Contact/Follow-Up with Community Agencies involved with Student/Family.</p>
<b>At-risk Health-related Services</b>	<p>Our school based-clinic staffs a nurse daily and a physician one day per week to provide services as needed.</p> <p>Referrals to Community-Based Agencies are provided.</p>

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## PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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, PS 197, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

PS 197's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

literacy and parenting skills;

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

PS 197 will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

### **SCHOOL-PARENT COMPACT**

PS 197, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

#### **I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

- participate regularly in Parent Association meetings.
- 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;
- check for notices sent home daily
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;

- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

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 into the submission form. For additional information, hold your cursor over the .

## Part I: School ELL Profile

### A. School Information

Cluster Leader/Network Leader <b>Renardo Wright</b>	District <b>05</b>	Borough <b>Manhattan</b>	School Number <b>197</b>
School Name <b>John B. Russwurm</b>			

### B. Language Allocation Policy Team Composition

Principal <b>Natasha Spann</b>	Assistant Principal <b>Juanita Johnson</b>
Coach <b>None</b>	Coach <b>None</b>
ESL Teacher <b>Eliana Fonseca</b>	Guidance Counselor <b>Raymond Shaw</b>
Teacher/Subject Area <b>Damary Auza/Common Branches</b>	Parent <b>Latisha Doctor</b>
Teacher/Subject Area <b>Arleen Degraffenreid/C B</b>	Parent Coordinator <b>Rolinda Hill</b>
Related Service Provider <b>Dawn Anderson</b>	Other <b>type here</b>
Network Leader <b>Renardo Wright</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers	<b>1</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>346</b>	Total Number of ELLs	<b>31</b>	ELLs as share of total student population (%)	<b>8.96%</b>
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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. 

P.S. 197, The John B. Russwurm School, is a pre-K to 5<sup>th</sup> grade elementary school with a current population of 346 students.

#1. At the present, we have 31 English Language Learners (ELLs) attending our free-standing ESL Program. The languages spoken by these students include Spanish, Arabic, Mandingo, Wolof and Bengali. mandingo and Wolof are statistically noted under "other" during the 2010-11 and up to this current school year.

#2. We offer ESL services to entitled general education and special education students. Our first grade to fifth grade ELL population consist of 31 students. The Special Education population consists of 8 students. These identified students are served as per their IEPs. When a student is admittted to the New York City school system, parents are actively involved in the decision-making process. This multi-step process ensures the identification, the appropriate placement and educational services for every child in the NYC educational system.

Parents are given a Home Language Survey (HLS) to identify the child's language proficiency. If the child is identified as an eligible candidate by a pedogogue and the Language Battery Assessment (LAB-R) is given to identify the child as an English Language Learner or English Proficient, an entitlement letter is provided to parents to inform them about the child's identification and the child is enrolled in the appropriate program.

In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. Parents participate in an orientation that describes various programs for ELLs and visit classrooms with the various programs. Parents also view a parent information CD where program placement options are presented with clarity and objectivity. This parent orientation CD is available in nine languagues. Parent brochures are disseminated in their native language to enrich the understanding of each available program.

To encourage coninung community involvement, ELL parents are very involved in the life of our chool. During the school eyar, the ESL teacher provides meetings for parents focused on instructional issues, such as, assessemnts standards, promotional policies, and strategies for them to support children's academic progress. Other parents are involved in our Saturday Academy and related programs. As part of our effort to strengthen the parental involvement, many members of our school community are bilingual and ensure communication between the school and the home.

#3. Te levels of English proficiency for our ELLs are beginning, intermediate and advanced. For 4 ELLs, the Spanish language is their primary home language. 4 ELLs are in the Arabic language group, 1 ELL is in the French language group, and 2 are in the language category of "other". 11 ELLs are beginners, 1 ELL is intermediate, and 13 ELLs are at the advanced level in English Language acquisition. ESL instruction is provided based on the English proficiency levels of our ELL students as determined by the LAB-R and NYSESLAT assessments. 26 of the 31 ELLs are in grades 2, 3, 4, & 5 and 5 are in grades K and first.

# 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\*

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b> (50%:50%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>	3	2	8	8	5	5								31
<b>Total</b>	3	2	8	8	5	5	0	0	0	0	0	0	0	31

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	31	Newcomers (ELLs receiving service 0-3 years)	17	Special Education	8
SIFE	0	ELLs receiving service 4-6 years	6	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
Dual Language										0
ESL	31	0	8	31	0	2	31	0	0	93

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
<b>31</b>	<b>0</b>	<b>8</b>	<b>31</b>	<b>0</b>	<b>2</b>	<b>31</b>	<b>0</b>	<b>0</b>	<b>93</b>	
Number of ELLs in a TBE program who are in alternate placement: <u>0</u>										

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Yiddish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>													

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	
	EL	EP																		
Spanish	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>																			

Dual Language (ELLs/EPs)																				
9-12																				
Number of ELLs by Grade in Each Language Group																				

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): <u>0</u>	Number of third language speakers: <u>0</u>
Ethnic breakdown of EPs (Number):	
African-American: <u>0</u>	Asian: <u>0</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u>
	Hispanic/Latino: <u>0</u>
	Other: <u>0</u>

**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	2	2	7	6	3	3								23
Chinese														0
Russian														0
Bengali				1										1
Urdu														0
Arabic	1		1	1		1								4
Haitian														0
French					1									1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other					1	1								2
<b>TOTAL</b>	<b>3</b>	<b>2</b>	<b>8</b>	<b>8</b>	<b>5</b>	<b>5</b>	<b>0</b>	<b>31</b>						

# Part IV: ELL Programming

## A. Programming and Scheduling Information

## 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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

#1. P.S. 197 offers ESL (English as a Second Language) for our ELL (English Language Learners). Our English as a Second Language (ESL) Program consists of students whose parents opted for ESL classes. These youngsters receive the following services:

- We provide Pull-out ESL service for ELLs who are of beginning and intermediate levels of English proficiency. These youngsters will receive 360 minutes of English as a Second Language instruction per week. It is a heterogeneous group of ELLs.
- We provide Push-in ESL service whenever possible for ELLs who are at the advanced levels of English proficiency. These students will receive 180 minutes of English Language instruction per week. It's a homogeneous group of ELLs.
- ESL instruction is fully aligned with NYC Language Allocation Policy and it reflects the blocks of literacy and math, social studies and science.

#2. The program includes appropriate strategies to accommodate the needs of our ELLs as follows:

- Total Physical Response, Language Experience Approach, Whole Language, the Natural Approach, Cooperative Learning, Differentiated Instruction, Scaffolding, Realia, repetition, graphic organizers, interactive read-aloud, shared and guided reading. It also includes writing, retelling, sequencing, how to, picture/sound, role playing, gestures, modeling, etc.

### English Language Arts Area

In order to assist our students in both academic achievement and assessment, there is a variety of solutions that we are working with this year. They include the following:

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154.
- Collaboration between content area and ESL teachers to create a learning community which is knowledgeable and experienced in research based instructional strategies.
- Analyze ELLs data to become well-informed about the performance of each ELL in order to make sound educational decisions.
- Provide opportunities for students to be involved in purposeful conversation.
- Incorporating all language modalities during the lesson, e.g., group discussions, journals.
- Ensure that teachers analyze student's data to identify strengths and weakness and utilize the findings to drive and differentiate instruction.
- Encourage teachers to participate in professional development opportunities focusing on instructional strategies for ELLs, such as,

Quality

Teaching for English Learners and Community Learning Support Organization.

## A. Programming and Scheduling Information

### Mathematics content Area

In order to assist our students in both academic achievement and assessment, there is a variety of solutions that we are working with this year. They embrace the following:

- Analyze ELLs' data to become well-informed about the performance of each ELL in order to make sound educational decisions.
- Provide opportunities for students to negotiate with mathematics academic language, e.g., reading and solving word problems, interactive word wall.
- Incorporate writing as a component of the mathematics lesson, e.g., journals.
- Provide opportunities to convey to others problem solving strategies and the justification of their answer.
- Ensure the identification and analysis of student strength and weakness to drive and differentiate instruction.
- Collaborate between content area and ESL teachers to map out student specific needs.
- Encourage math teachers to participate in professional development opportunities focusing on ELL instructional needs, such as, Quality Teaching for English Learners and Community Learning Support Organization.

### Plan for Newcomers

When a new student is registered in our school, we provide the following resources to facilitate the transition.

- Book: Newcomer - Accelerating English Language Learning by Scott Foresman - Grades: 1 - 5
- An informal student orientation
- Buddy system identifying a similar student in his/her class that will assist during the day
- Encourage students to participate in the Saturday Program Extended Day Program and After School activities
- An informal assessment is provided to identify possible Academic Intervention programs
- Home school communication

#3. The goal of the overall ESL program is to service students before school, after school and on Saturdays.

- The group ranges between 6-8 students at a time.
- Based on the program selected by the parents, the language of instruction for the ELLs is English.
- Program duration is for the entire school year.

The primary goal of the program is to assist students in achieving English Language proficiency within three years. This is done by the following:

- Amplifying the literacy and academic skills of ELLs who participate in the program.
- Incorporating recognized and researched based ESL instructional strategies across content subject areas.
- giving students the skills to perform at city and state grade level in all subject areas.

In the Freestanding ESL component, we have 31 students, from K-5 and Special Education grades. They range from beginning to advanced levels of English proficiency. All students receive Pull-out ESL service ranging from 180 minutes to 360 minutes a week depending on their proficiency level. In addition, whenever possible, all students receive Push-in ESL service 180 minutes a week in their classrooms. Both Pull-out and Push-in services in the ESL program is provided by a fully certified ESL teacher.

The goal of our ESL program is to foster full "English proficiency in a supportive classroom environment. In order to help students to progress, we utilize the following practices:

- Collaborative planning between ESL and classroom teachers for each unit of study.
- Scaffolding is an essential part of the instructional delivery, such as, Modeling, Bridging, Schema Building, Contextualization, Text Representation and Metacognition.
- Assisting students during the classroom periods, conferencing with students in and out of class, informal assessments, and running records.
- Additional small group AIS sessions for each grade prior to all state assessments, to focus on literacy and academic language.

Beyond explicit ESL, collaboration between teachers means that there is a consideration for the language needs of ELLs. Some aspects of this policy include:

- Content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to

## A. Programming and Scheduling Information

clarify meaning.

- Math teachers devote extra class time to untangling difficult word problems and require students to make verbal explanations of the problems they work on.
- Social Studies teachers scaffold their instruction with visual aids, such as, maps, atlases, and illustrations to increase comprehension.

### #4. S.I.F.E.

The SIFE population has increased SY 2011-2012 and there is an urgency to provide academic intervention services as an extension of the regular school program on both push in and pull out services.

- Positive school climate, non-threatening
- Drama, role playing, puppets
- TPR (social games, objects to throw around) - simple commands as part of TPR
- Socialization and reality instruction (eg., Every day situations through real life experiences, like going to supermarket, bank, etc.)
- Phonics instruction
- Age appropriate materials
- Making books
- Graphic organizers - Venn diagrams, story maps, KWL charts, etc.
- Use of visuals
- Basic Skills - to fill in gaps
- Positive reinforcement
- Socialization to America/CSD #5 culture
- Need tolerant, supportive, understanding classroom teachers to create environment
- Assess to determine what is missing
- Focused instruction and learning games (jenga, hangman, go fish)
- Art-multiple learning styles
- Parent involvement (helping with homework, bi-weekly meetings with parents to discuss progress)
- Self-assessment - (e.g., As a child how do they assess their own progress, whether verbally or in a written journal or give them tools (rubrics to judge their own work)
- Articulation with other teachers
- Group work
- Constructivist method - build on their knowledge
- Recorded books
- Summarize books orally
- Provide books of various genres
- Read aloud to students daily

## Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)	Dual Language	Freestanding ESL
- focus on raising self-esteem (praise, role play)	100%	100%	100%
- Paring - cooperative learning	75%	75%	75%
- Individualized instruction - (50% of the time?)	50%	50%	50%
- Multiculturalism - have students value their own culture	25%	25%	25%
- Directed, hands-on activities	100%	100%	100%
- Art paired with instruction (e.g., clay work, painting connected to story)	75%	75%	75%
- Tape recordings of songs, chants, poems, (to lower effective filter)	50%	50%	50%
- Manipulatives (e.g., anything they can touch, feel, smell, taste, etc.)	25%	25%	25%
- Student-initiated activities	100%	100%	100%
1. audiocassetts/CDS	75%	75%	75%
2. literature (big books, little books)	50%	50%	50%
3. charts	25%	25%	25%
4. manipulatives	100%	100%	100%
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>

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

## A. Programming and Scheduling Information

5. picture books

6. graphic organizers

## B. Programming and Scheduling Information--Continued

8. 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.
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their language and academic needs. The ESL instruction is fully aligned with NYC Language Allocation Policy. In addition, the students

## Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class

### 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)?

N/A

Science:	N/A		N/A	N/A
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### 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.

- The literacy needs of our ELL population within the prescription of the America's Choice program.
- Sessions are also given in math and science in scaffolding instruction through the use of manipulatives and experiments.
- Technology sessions instruct content area teachers how to use online resources to make instruction more comprehensible.
- Support Personnel: Workshops taken by teachers on our ESL staff have included:
  - Scaffolding in the content areas.
  - Differentiation in the ESL classroom
  - ESL in the mathematics and ELA classrooms
- Our ELL teachers attend a variety of off-site workshops to promote collaboration between content area and language teachers
  - Quality Teaching Workshop series, which our ELA, ESL, and Social Studies teachers have attended to gether over the last two years.
  - Social Studies and Technoloty workshop
  - Wilson Program for Special Education teachers
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### 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?
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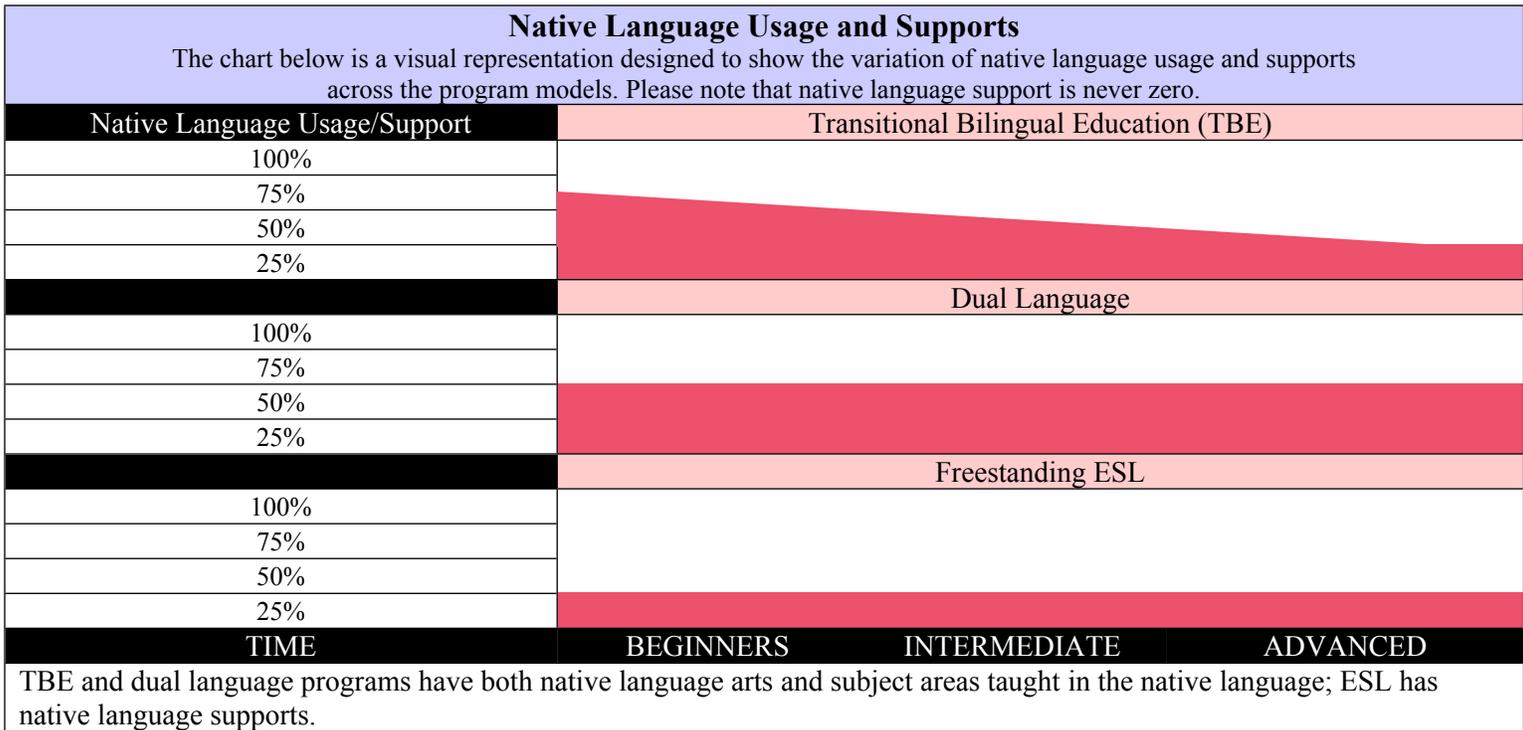
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### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

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

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

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



## **B. Programming and Scheduling Information--Continued**

- 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.
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## 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	2	3	2	0	1								11
Intermediate(I)			3	0	2	2								7
Advanced (A)			2	6	3	2								13
Total	3	2	8	8	5	5	0	0	0	0	0	0	0	31

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0	2	4	1	0	1							
	I	0	0	4	7	3	1							
	A	0	0	0	0	1	3							
	P	0	0	0	0	0	0							
READING/ WRITING	B	0	2	7	6	3	3							
	I	0	0	1	2	1	2							
	A	0	0	0	0	0	0							
	P	0	0	0	0	0	0							

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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
Chinese Reading Test								

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

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

N/A

### 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.

None

## Part VI: LAP Assurances

<b>School Name: <u>John B. Russwurm</u></b>		<b>School DBN: <u>05M197</u></b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Natasha Spann	Principal		10/27/11
Juanita Johnson	Assistant Principal		10/27/11
Rolinda Hill	Parent Coordinator		10/27/11

School Name: **John B. Russwurm**

School DBN: **05M197**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Eliana Fonseca	ESL Teacher		10/27/11
	Parent		10/27/11
	Teacher/Subject Area		10/27/11
	Teacher/Subject Area		10/27/11
	Coach		10/27/11
	Coach		10/27/11
Raymond Shaw	Guidance Counselor		10/27/11
Renardo Wright	Network Leader		10/27/11
	Other		10/27/11

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 05M197      **School Name:** John B. Russwurm Elementary School

**Cluster:** 04      **Network:** 408

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

**Part A: Needs Assessment Findings**

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

- Parents are interviewed on the day of registration – Parent intake, Home Language Survey
- A first timer, new arrival – orientation is provided by our ESL teacher. A DVD presentation is available in 9 different languages. This orientation video is provided from the DOE.

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.

Based on our school's data, Spanish is the only language requiring translation of school correspondence. Parent communication in writing is translated internally by our school staff. There are 5 staff members that provide written translation assistance.

## Part B: Strategies and Activities

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

Our CFN is the next tier of translation and interpretation service. Written notices are translated internally and copied onto the reverse side of the English version before they are sent home. There is always an interpreter available for parents meetings. The interpreter is usually a staff member.

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.

Testing – an outside oral interpreter will be hired for all required testing days.

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>.

In response to the Chancellor's Regulation, a parent handbook has been distributed to parents outlining the translation and interpretation services that we offer.