



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME: P.S. 397 FOSTER-LAURIE ELEMENTARY SCHOOL**

**DBN : 17K397**

**PRINCIPAL: NANCY COLON**

**EMAIL: NCOLON@SCHOOLS.NYC.GOV**

**SUPERINTENDENT: BUFFIE SIMMONS**

**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.

| <b>Name</b>                | <b>Position and Constituent Group Represented</b> | <b>Signature</b> |
|----------------------------|---|------------------|
| <b>Nancy Colon</b>         | <b>*Principal</b>                                 |                  |
| <b>James Hughes</b>        | <b>*UFT Chapter Leader</b>                        |                  |
| <b>Hyacinth Johns</b>      | <b>*PTA President</b>                             |                  |
| <b>n/a</b>                 | <b>DC 37 Representative</b>                       |                  |
| <b>Ilona Lawit</b>         | <b>Member/Chairperson/AIS Teacher</b>             |                  |
| <b>Rubelena Maragh</b>     | <b>Member/Special Education Teacher</b>           |                  |
| <b>Susan Chan</b>          | <b>Member/Grade 1 Teacher</b>                     |                  |
| <b>Sharni Willimas</b>     | <b>Member/Parent/Vice President</b>               |                  |
| <b>Beverly Brandt</b>      | <b>Member/Parent/Recording Secretary</b>          |                  |
| <b>Narine Gayle-Pompey</b> | <b>Member/Parent</b>                              |                  |
| <b>Jaime Tervon-Peek</b>   | <b>Member/Parent</b>                              |                  |

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

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

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

### **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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

## ANNUAL GOAL #1 AND ACTION PLAN

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

|  |
|--|
| <p><b>Annual Goal #1:</b></p> <ul style="list-style-type: none"> <li>• To deepen the school community’s understanding of what high-quality teaching looks like through professional development on Competency 1e – “Designing Coherent Instruction” from Charlotte Danielson’s <u>Framework for Teaching</u> that supports implementation of the Common Core.</li> </ul>   |
| <p><b>Comprehensive needs assessment:</b></p> <ul style="list-style-type: none"> <li>• The newly implemented Common Core Standards, in addition to the elevated expectations for outcomes on State standardized exams, necessitates a deeper understanding of high-quality teaching methods and strategies.</li> </ul>   |
| <p><b>Instructional strategies/activities:</b></p> <ul style="list-style-type: none"> <li>• To achieve the expressed goal, the following strategies and activities will be executed:             <ul style="list-style-type: none"> <li>a) Professional development, beginning in the fall and continuing at regular intervals throughout the school year.</li> <li>b) Identify resources and structures to support teachers’ understanding of the Danielson <u>Framework</u>, i.e. teacher-team meetings, articles, videos, etc.</li> <li>c) Our consultants from Teaching Matters – Ken Meehan and Libby Baker, will assist in implementing professional learning communities with grade-level teacher teams. These teams will set instructional goals based on data inquiry analysis of student work and the creation of common core tasks and common assessments aligned to the Common Core curriculum.</li> </ul> </li> </ul>   |
| <p><b>Strategies to increase parental involvement :</b></p> <p>As per our Parent Involvement Policy, parents are provided with a monthly Newsletter that informs them of important happenings throughout the school year. The Newsletter supplies pertinent dates, such as for PTA meetings and upcoming exams.</p> <p>The members of the PTA, who are also members of the School Leadership Team, are able to disseminate pertinent information to parents during PTA meetings, as they relate to issues and concerns brought up at the SLT meetings. SLT parent members have the opportunity to review the completed CEP and to relay to parents in attendance at PTA meetings, the goals set forth by the Principal.</p> <p>Parents will be invited to Title I meetings to ensure their understanding of the newly implemented standards and expectations for performance on standardized exams. Our Parent Coordinator – Mr. Calderon, will avail himself to parents to provide clarification for any questions or concerns.</p> |
| <p><b>Budget and resources alignment:</b></p> <ul style="list-style-type: none"> <li>• Indicate your school’s Title I status: <input checked="" type="checkbox"/> School Wide Program (SWP) <input type="checkbox"/> Targeted Assistance Program (TAP) <input type="checkbox"/> Non-Title I</li> <li>• Select the fund source(s) that your school is using to support the instructional goal.</li> </ul> <p style="text-align: right; margin-right: 50px;">Other –<br/>Fair<br/>Student<br/>Funding</p> <p>_____ Tax Levy    <u>  X  </u> Title I    _____ Title IIA    _____ Title III    _____ Grants    <u>  X  </u></p> <p>If other is selected describe here:</p>   |

**Service and program coordination:**

**We maintain a long-standing partnership with Fordham University. Fordham provides ongoing professional development related to the core curriculum standards. Additionally, the Teaching Matters team further enhances the quality of instruction provided by our teaching staff through the inclusion of technology-based instruction.**

**The financial resources indicated above allow for the P.S. 397-Fordham and the P.S. 397-Teaching Matters partnerships to continue to provide professional development and classroom modeling to elevate the quality of instruction in our school.**



### ANNUAL GOAL #3 AND ACTION PLAN

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

#### Annual Goal #3:

- To have students demonstrate their academic achievement through the completion of two performance-based assessment tasks in both English Language Arts and Mathematics.

#### Comprehensive needs assessment:

- This goal reflects the mandate set forth by the New York City Department of Education. The function of this goal is to ensure that all students are in receipt of common core-aligned instruction and tasks that lend themselves to the promotion of improved performance on standardized exams and for overall attainment of knowledge and skills required for academic success.

#### Instructional strategies/activities:

- To achieve the expressed goal, the following strategies and activities will be executed:
- Professional development provided by in-house consultants and publisher's consultants on the implementation of the new curricula (ELA- Gheen's and My Math)
- Grade-level common planning for instruction, design of performance tasks and common assessments
- Performance tasks for grades K-3 will be in the subject areas of science and social studies.
- Performance tasks for grades 4 and 5 will be on editorial/opinion writing and analyzing and answering document based questions (DBQ's)
- Teachers will collaboratively assess ongoing student performance and progress and adjust their instructional accordingly

#### Strategies to increase parental involvement :

- As per our Parent Involvement Policy, parents are provided with a monthly Newsletter that informs them of important happenings throughout the school year. Additionally, during parent/teacher meetings, parents will have the opportunity to view their child's ongoing portfolios inclusive of the bundle-related assignment tasks.

#### Budget and resources alignment:

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

\_\_\_\_\_ Tax Levy      X   Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants      X   Other –  
Fair Student Funding

#### If other is selected describe here:

#### Service and program coordination:

- The financial resources indicated above allow for the P.S. 397-Fordham and the P.S. 397-Teaching Matters partnerships to continue to provide professional development and classroom modeling to elevate the quality of instruction in our school.

### ANNUAL GOAL #4 AND ACTION PLAN

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

#### Annual Goal #4:

- To provide additional instruction for our students who are struggling in mathematics.

#### Comprehensive needs assessment:

- A review of the school's 2011-2012 Progress Report and analysis of our New York State test data in mathematics indicate that our students who struggle most in mathematics are not making adequate progress. This understanding led to discussions among school leaders to identify possible strategies to support these students.

#### Instructional strategies/activities:

- Students will be grouped according to proficiency levels and all teachers will be assigned leveled small-groups to provide intensive remediation and/or acceleration during our mandated extended-day program dedicated to mathematics instruction.
- All classroom teachers will differentiate instruction for their students using the My Math curriculum's web-based activities.
- Teachers will administer frequent unit-based assessments to track progress of targeted students.
- Teachers will group their students to target specific instructional needs.

#### Strategies to increase parental involvement :

- During parent/teacher conferences, parents will have the opportunity to speak with any teacher who provides additional instruction to their child outside of their classroom teacher. They will be provided performance information and possible suggestions for strengthening the home-school connection.

#### Budget and resources alignment:

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program(TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

\_\_\_\_\_ Tax Levy      X   Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants      X   Other –  
Fair Student Funding

#### If other is selected describe here:

#### Service and program coordination

- This specifically leveled program will be provided during our extended-day program on Wednesdays and Thursdays of every week throughout the school year. Teachers will have assigned students that may differ from their regular-day program and will provide instruction geared toward their specific areas of need. The intention is to meet students at their points of difficulty and provide appropriate instruction to target and remediate or accelerate our on or above-level students as needed. Our Fordham and Teaching Matters consultants will participate in this program, with the aforementioned financial allocations enabling their assistance.

**ACADEMIC INTERVENTION SERVICES (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

| Type of Academic Intervention Services (AIS) | Description  |  |   |
|--|--|--|---|
|  | Type of program or strategy (e.g. repeated readings, interactive writing, etc.)  | Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.) | When the service is provided (e.g., during the school day, before or after school, etc.). |
| ELA  | <p>The lower-house students (K-2) will receive instruction using Intervention by Design (Rigby - publisher) and Essential Skills computer-assisted instruction in phonemic awareness and phonics.</p> <p>Grades 3 and 4 students will receive instruction in comprehension using Targeted Reading Intervention (Teacher Created Materials – publisher) and Rigby Focus Forward. The Wilson Reading Program will be utilized for phonics, decoding and vocabulary. Targeted Reading Intervention will also be utilized for writing instruction, as well as, R. Fletcher’s Creative Writing Workshop.</p> <p>Grade 5 students will receive instruction using genre-based writing from Teaching Matters and ELA skills-based instruction related to our common core aligned program from Targeted Reading Intervention.</p> | Each group is typically comprised of 4-6 students.                             | These services are executed during the regular school day.                                |
| Mathematics                                  | The grades 3-5 AIS teachers use the ongoing work that the students are working on in their classrooms and re-teach using strategies to meet their remedial needs. The <u>My Math</u> curriculum, utilized across the school building, contains a re-teaching portion that allows topics to be revisited for remediation without replicating work performed in the classroom.   | Each group is typically comprised of 4-6 students.                             | These services are executed during the regular school day.                                |

|  |  |  |  |
|--|--|--|--|
| Science  | Science is interspersed in a cross-curricular manner. When students are in receipt of ELA intervention, the materials used encompass both fiction and non-fiction, inclusive of topics that are scientifically linked.   | Each group is typically comprised of 4-6 students.   | These services are executed during the regular school day. |
| Social Studies   | Social Studies lessons are interspersed in a cross-curricular manner. When students are in receipt of ELA intervention, the materials used encompass both fiction and non-fiction, inclusive of topics that are social studies related.  | Each group is typically comprised of 4-6 students.   | These services are executed during the regular school day. |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | <p>Our Guidance Counselor, Diane Braithwaite, works with children across the grades. She provides middle-school counseling to our 5<sup>th</sup> grade students and their parents. Mrs. Braithwaite provides small-group counseling for students who are exhibiting behaviors that interfere with classroom learning and positive social interactions. She has made the issue of bullying a major focus and will work with students across the grades to educate them about the seriousness of the situation.</p> <p>Our School Psychologist, Dr. Anthony Losardo, is in our building only one day per week. His primary focus is to perform the academic testing for students who have been referred for evaluation as per concerns by their teacher or parent(s).</p> <p>Our Social Worker, Ms. Erlich, housed in our building two days per week, provides social histories for students referred for evaluation. Additionally, she counsels students who have been referred by their teacher.</p> | There are one-on-one sessions, as well as, groups that are typically comprised of 6-12 students. | These services are executed during the regular school day. |

### HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

**P.S. 397 Foster-Laurie Elementary School has consistently maintained a staff of 100% highly-qualified teachers for many years. We have a minimal turnover, which can be attributed to the close-knit structure and positive culture of our building. With minimal turnover, there is a limited need to recruit new teachers, thus allowing us to focus on quality education as opposed to teacher retention.**

**Most teachers receive the assignments they request, as teachers who remain on a grade become very comfortable and knowledgeable regarding the academic content and expectations of their chosen grade. There are instances where teachers are moved to a new grade, particularly in our inclusion classes, where teachers will move up with their students as they progress through the grade levels. In that situation, teachers are cognizant of the specific needs of their special education students and the positive nature of consistency for them. When teachers move to new assignments they are provided extensive professional development and work closely with the consultants in our building. They also work cohesively with their grade level counterparts to enhance the quality and uniformity of instruction.**

## **PARENT INVOLVEMENT POLICY (PIP)**

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

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. P.S. 397 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 P.S. 397's Parent-Teacher Association, as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent-Teacher Association and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- 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;

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

- holding an annual Title I Parent Curriculum Conference;
- encouraging meaningful parent participation on School Leadership Teams, 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; in between the November and March Parent/Teacher conferences, parents will be provided with a mid-year Progress Report.
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; the newsletter will be dispersed on a monthly basis.

## **SCHOOL-PARENT COMPACT**

P.S. 397 Foster-Laurie, 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**

*P.S. 397 will continue to 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;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

## **III. Student Responsibilities:**

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

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

**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>Fordham University (PSO)</b> | District <b>17</b> | Borough <b>Brooklyn</b> | School Number <b>397</b> |
| School Name <b>Foster-Laurie</b>                              |                    |                         |                          |

### B. Language Allocation Policy Team Composition [?](#)

|  |   |
|--|---|
| Principal <b>Nancy colon</b>               | Assistant Principal <b>Marie Monteau</b>    |
| Coach <b>Illona Lawit</b>                  | Coach <b>type here</b>                      |
| ESL Teacher <b>Deirdre Thorpe</b>          | Guidance Counselor <b>Diane Braithwaite</b> |
| Teacher/Subject Area <b>Miriam Hibbert</b> | Parent <b>type here</b>                     |
| Teacher/Subject Area <b>type here</b>      | Parent Coordinator <b>type here</b>         |
| Related Service Provider <b>type here</b>  | Other <b>type here</b>                      |
| Network Leader <b>Margaret Struck</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>378</b> | Total Number of ELLs | <b>29</b> | ELLs as share of total student population (%) | <b>7.67%</b> |
|------------------------------------|------------|----------------------|-----------|---|--------------|

## 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, Ms. Thorpe, a qualified pedagogue, administers the HLIS (Home Language Identification Survey) to the parent(s) of the incoming student 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 by a school staff member who is fluent in that language. In our school building, we have individuals who are fluent in Spanish, Haitian Creole and Arabic. 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). The LAB-R assessment must be administered within 10-days of enrollment. The assessment is given by Ms. Thorpe, the certified ESL instructor. The assessment provides a level of mastery of English and indicates whether or not the child will be eligible 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, based on LAB-R/Spanish LAB, 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. This is explained to parents and they are provided a Program and Selection Form to be completed and returned to the school. If the form is not returned promptly (within the week), Ms. Thorpe, 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's staff members who converse in Spanish, Haitian Creole and Arabic will be available. We can also provide information via DOE brochures (in native languages) and the DVD available. If the parents do not return the signed Survey and Program Selection form completed with a program choice, the default will be bilingual education. Once parents have made their decision, and for our school it has, to this day, always been our free-standing ESL program, placement letters are distributed to parents as a verification. Right now we only offer freestanding ESL because we do not have the numbers to open a bilingual education program. All written transmissions between the ESL teacher and parents is maintained in files by the ESL teacher.

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. Additionally, the protocol for LAB-R/Spanish LAB continues to be implemented. 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. ATS is utilized to follow the performance for NYSESLAT. Analyzing these reports provides information to the ESL teacher for their current students as well as

information for transfer students.

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

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

| ELL Program Breakdown  |   |   |   |   |   |   |   |   |   |   |    |    |    |         |
|--|---|---|---|---|---|---|---|---|---|---|----|----|----|---------|
|  | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total # |
| <b>Transitional Bilingual Education</b><br>(60%:40% → 50%:50% → 75%:25%) |   |   |   |   |   |   |   |   |   |   |    |    |    | 0       |
| <b>Dual Language</b><br>(50%:50%)  |   |   |   |   |   |   |   |   |   |   |    |    |    | 0       |
| <b>Freestanding ESL</b>  |   |   |   |   |   |   |   |   |   |   |    |    |    |         |
| <b>Self-Contained</b>  |   |   |   |   |   |   |   |   |   |   |    |    |    | 0       |
| <b>Push-In</b>   | 5 | 7 | 5 | 4 | 5 | 3 | 0 |   |   |   |    |    |    | 29      |
| <b>Total</b>   | 5 | 7 | 5 | 4 | 5 | 3 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 29      |

### B. ELL Years of Service and Programs

| Number of ELLs by Subgroups |    |  |    |
|-----------------------------|----|--|----|
| All ELLs                    | 29 | Newcomers (ELLs receiving service 0-3 years) | 26 |
| SIFE                        | 0  | ELLs receiving service 4-6 years             | 3  |
|                             |    | Special Education                            | 3  |
|                             |    | Long-Term (completed 6 years)                | 0  |

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

| 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 |       |
| TBE               |                  |      |                   |                  |      |                   |                                    |      |                   | 0     |

| 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 |       |
| Dual Language     |                  |      |                   |                  |      |                   |                                    |      |                   | 0     |
| ESL               | 26               | 0    | 1                 | 3                | 0    | 2                 |                                    |      |                   | 29    |
| Total             | 26               | 0    | 1                 | 3                | 0    | 2                 | 0                                  | 0    | 0                 | 29    |

Number of ELLs in a TBE program who are in alternate placement:

### 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        |
| <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        |
| Chinese  |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| Russian  |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| Korean   |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| Haitian  |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| French   |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| Other  |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 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 | 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  |
| <b>TOTAL</b> | 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: \_\_\_\_\_

Native American: \_\_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_\_

Other: \_\_\_\_\_

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

|              | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| Spanish      | 1 | 2 | 1 | 1 | 1 | 2 |   |   |   |   |    |    |    | 8     |
| Chinese      |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Russian      |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Bengali      |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Urdu         |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Arabic       | 1 | 2 | 1 | 3 | 1 | 0 |   |   |   |   |    |    |    | 8     |
| Haitian      | 3 | 3 | 3 | 0 | 2 | 1 |   |   |   |   |    |    |    | 12    |
| French       |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Korean       |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Punjabi      |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Polish       |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Albanian     |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Other        |   |   |   |   | 1 |   |   |   |   |   |    |    |    | 1     |
| <b>TOTAL</b> | 5 | 7 | 5 | 4 | 5 | 3 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 29    |

## 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.
  - 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 up to 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. b) A specific number of Native language Arts instructional minutes are not mandated, as our program is free standing ESL.
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:
  - eliciting prior knowledge
  - focusing on depth rather than breadth when planning the curriculum (making the most pragmatic declarative and procedural knowledge the highest priority)
  - learning strategies should be taught explicitly in order to help students help students take control of their own learning
  - focus on academic language across the content areas
  - teach content area through English language arts
4. To ensure students are appropriately evaluated in their native languages, we ask for a comprehensive educational history for

## A. Programming and Scheduling Information

newcomers, we administer the Spanish LAB to Spanish speaking students upon arrival. We ensure that students have access to native language versions of all required exams as well as translated content area glossaries. All staff who work with ESL students are notified of these measures.

### 5. 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.

6. In each of the grade levels Students' English language/academic vocabulary development in content areas subjects has been supported through the use of newly purchased social studies and science books designed specifically for SWD and ELLs. These books contain vivid photographs, labeled diagrams and glossaries to support language learning through the content areas. These are a part of Rigby's Intervention by Design program. We also have content area glossaries and access to the internet/Smartboard for multimedia interactive content area instruction. Learning strategies for note taking/organizing content area subject matter are explicitly taught, so that students may gain autonomy in their learning. Carefully planned thematic projects will be scaffolded for ELLs/SWD. These projects will encompass content area subjects as well as language arts.

7. Our school uses curricular, instructional and scheduling flexibility to meet the needs of ELLs-SWDs in the following ways. Curricular flexibility allows us to blend and/or supplement ESL curriculum to create instruction which may give greater focus to a specified area of need. For example, for a student in this category who needs help in writing, the regular curriculum may be supplemented with grammar exercises. The curriculum may also be blended with the Rigby's Intervention by Design curriculum to create a writing intensive program that better suits the student's needs. Instruction may be varied so that students may process information through the modes of learning(ex. kinesthetic, musical, etc.) which have been found to be the most effective for those specific students. Scheduling is flexible, allowing students who must receive both ESL services and other services to meet mandated time requirements. In certain cases, ELLs in the same grade, including those with special needs, are grouped together in the same class. This results in additional scheduling flexibility, so the program may better suit the student's needs.

### Courses Taught in Languages Other than English

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

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

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

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

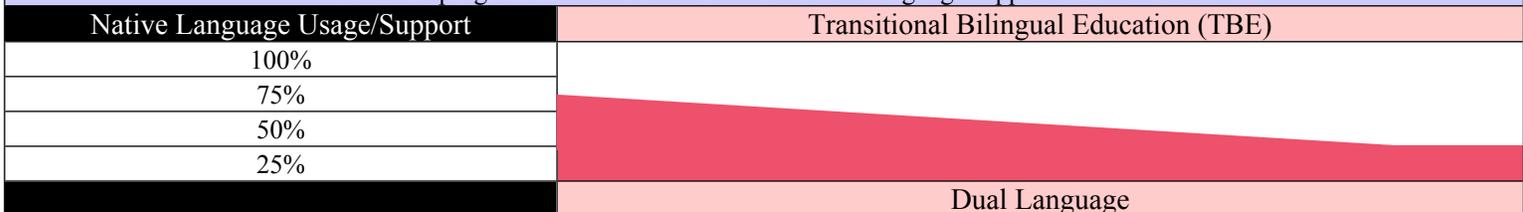
|   | Beginning             | Intermediate          | Advanced             |
|---|-----------------------|-----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week  | 360 minutes per week  | 180 minutes per week |
| ELA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

### Native Language Usage and Supports

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



|  |                  |                     |                 |
|--|------------------|---------------------|-----------------|
| 100%   |                  |                     |                 |
| 75%  |                  |                     |                 |
| 50%  |                  |                     |                 |
| 25%  |                  |                     |                 |
|  | Freestanding ESL |                     |                 |
| 100%   |                  |                     |                 |
| 75%  |                  |                     |                 |
| 50%  |                  |                     |                 |
| 25%  |                  |                     |                 |
| <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. |                  |                     |                 |

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

8. In our school, targeted intervention programs for ELLs in ELA and Math include the series "Test Practice Books" which utilize research based instruction to address targeted areas of need identified by performance on predictive assessments and State Math and ELA exams. Our Title III ESL Afterschool program features the workbook series "Getting Ready for the NYSESLAT and Beyond". These practice books and instruction manuals provide support in needed areas for the ELA as well as the NYSESLAT.

9. For ELLs who have reached proficiency on the NYSESLAT, continuing transitional support will include access to our ESL content area library, tailor made resources (such as organization tools) to support thematic projects and assistance in the creation of personal content area dictionaries. In addition, the continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT includes adherence to testing modifications for ESL students on state exams.

10. Our school is creating a detailed SIFE action plan for future use. We are in the initial stages of reaching out to community organizations to strengthen supports and involvement for ELLs in the community. Greater emphasis will be placed on understanding and addressing the emotional needs and behavior of ELL students through professional developments which are used to generate meaningful staff discussions and plans. During the upcoming school year, we are going to include a parent workshop which features a "how-to" lesson for a parent child learning activity.

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

12. 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 January 2012 and continue through April 2012. 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 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 2012-April 2012.

13. Instructional programs/materials available to ELLs:

- Rigby's On Our Way To English
- Rigby's Intervention By Design
- Leveled libraries consisting of fiction and non-fiction
- Smartboard
- Two desk-top computers
- Manipulatives consisting of letters and words
- Variety of dictionaries for second language learners
- CDs with music, chants, etc.

14. 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.

15. 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.

16. 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. In the past we have not had a summer orientation for families of ELL students. Current ELLs may take home a welcome packet and fact sheet in case they have newcomers in the community that they would be able to assist before the start of the school year.

17. 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)?

Paste response to questions 1-5 here

### 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. The ESL teacher will have inter-school visitations and turnkey information to P.S. 397 staff.

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. Translation services available include both written and verbal translation by members of the staff at PS 397, such as Ms. Colon (Spanish) and Ms. Monteau (Haitian Creole). We may also utilize the Translation and Interpretation Services Unit via phone.

2. We currently do not partner with any CBO's in reference directly with ELL students, but we are exploring this option in great detail in an effort to improve connections between the school and the community for 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. 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)   | 1 | 5 | 2 | 2 | 0 | 2 |   |   |   |   |    |    |    | 12    |
| Intermediate(I)   | 1 | 0 | 3 | 1 | 3 | 0 |   |   |   |   |    |    |    | 8     |
| Advanced (A)  | 3 | 2 | 0 | 1 | 2 | 1 | 0 |   |   |   |    |    |    | 9     |
| Total   | 5 | 7 | 5 | 4 | 5 | 3 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 29    |

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

**NYSESLAT Modality Analysis**

| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|--------------------|-------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
|                    | <b>A</b>          | 1 | 0 | 1 | 2 | 1 | 3 |   |   |   |   |    |    |    |
|                    | <b>P</b>          | 0 | 0 | 3 | 1 | 2 | 3 |   |   |   |   |    |    |    |

**NYS ELA**

| Grade                  | Level 1 | Level 2 | Level 3 | Level 4 | Total |
|------------------------|---------|---------|---------|---------|-------|
| 3                      | 1       | 2       | 2       |         | 5     |
| 4                      | 1       | 2       | 1       |         | 4     |
| 5                      | 1       | 6       | 1       |         | 8     |
| 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                      |         |    | 3       |    | 2       |    |         |    | 5     |
| 4                      | 2       |    | 3       |    | 0       |    |         |    | 5     |
| 5                      | 1       |    | 5       |    | 2       |    | 0       |    | 8     |
| 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                      |         | 3  | 2       |    | 0       |    |         |    | 5     |
| 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 |                            |                 |                             |                 |
| Integrated Algebra    |                            |                 |                             |                 |
| Geometry              |                            |                 |                             |                 |

**New York State Regents Exam**

|                              | Number of ELLs Taking Test |                 | Number of ELLs Passing Test |                 |
|------------------------------|----------------------------|-----------------|-----------------------------|-----------------|
|                              | English                    | Native Language | English                     | Native Language |
| 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<br>(based on percentiles) |                  |                  |                  | # of EPs (dual lang only) scoring at each quartile<br>(based on percentiles) |                  |                  |                  |
|----------------------------|--|------------------|------------------|------------------|--|------------------|------------------|------------------|
|                            | Q1   | Q2               | Q3               | Q4               | Q1   | Q2               | Q3               | Q4               |
|                            | 1-25 percentile  | 26-50 percentile | 51-75 percentile | 76-99 percentile | 1-25 percentile  | 26-50 percentile | 51-75 percentile | 76-99 percentile |
| ELE (Spanish Reading Test) |  |                  |                  |                  |  |                  |                  |                  |
| 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.

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. Children's Progress and E Class are used to assess the literacy skills and needs of all students, including ELLs. Student needs are shared among teachers and used in the development of an instructional plan. The instructional plan ensures that students' demonstrated needs are addressed explicitly.

2. The data indicates that as the grade levels increase, the proficiency levels on the NYSESLAT tend to increase as well. As the grade level increases, the proficiency levels on the LAB-Rs generally decrease. This is indicative of the fact that the LAB-R in the early grades contains far less reading and writing, so that a student who does not read may test "proficient" based on good speaking and listening skills. In the higher grade levels, the LAB-R requires much more demonstrated reading and writing ability.

3. Emphasis will continue to be placed on writing for students approaching proficiency. Extreme emphasis on the writing rubric will be stressed for all students in need of help with writing. Organization, sticking to the topic, sentence variation, transition words and ways to enhance writing with insight are all points of focus as students work to improve their writing. Listening, speaking and vocabulary building will be focused on for students categorized as beginners. Individual students' more specific needs in all modalities will be closely monitored and addressed. Students will be made aware of their own most common errors in all modalities, so they can work to improve with these in mind. Additionally, supplementary materials such as the Smart Talk, Picture Dictionaries and speaking games 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. Because the ELLs who use the translated versions of the State exams are new, these exams tend to show lower scores when compared with exams taken in English by ELLs who have been here longer and have been exposed to more of the academic content.

b) We administered ELL Periodic Assessments for the first time this fall. Results are shared with class teachers during grade level meetings through the website provided. Areas of need for individual students as well as groups of students may be identified and linked with appropriate instruction using the website.

c) Periodic Assessments for ELLs offer an opportunity to see which kinds of skills are lacking in our students, so that we may address needs which will help them to be more successful on the NYSESLAT.

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.

Paste additional information here

## Part VI: LAP Assurances

| <b>School Name:</b> <u>PS 397 Foster Laurie</u>                                   |                     | <b>School DBN:</b> <u>17K397</u> |                 |
|---|---------------------|----------------------------------|-----------------|
| Signatures of LAP team members certify that the information provided is accurate. |                     |                                  |                 |
| Name (PRINT)  | Title               | Signature                        | Date (mm/dd/yy) |
| Nancy Colon   | Principal           |                                  | 11/1/11         |
| Marie Monteau   | Assistant Principal |                                  | 11/1/11         |

**School Name: PS 397 Foster Laurie**

**School DBN: 17K397**

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

| Name (PRINT)      | Title                | Signature | Date (mm/dd/yy) |
|-------------------|----------------------|-----------|-----------------|
|                   | Parent Coordinator   |           | 11/1/11         |
| Deirdre Thorpe    | ESL Teacher          |           | 11/1/11         |
|                   | Parent               |           | 11/1/11         |
|                   | Teacher/Subject Area |           | 11/1/11         |
|                   | Teacher/Subject Area |           | 11/1/11         |
|                   | Coach                |           | 1/1/01          |
| Ilona Lawit       | Coach                |           | 11/1/11         |
| Diane Braithwaite | Guidance Counselor   |           | 11/1/11         |
| Margaret Struck   | Network Leader       |           | 11/1/11         |
|                   | Other                |           | 1/1/01          |

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

DBN: **17K397** School Name: **PS 397**

Cluster: **05** Network:

**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.

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. They also stated that they had someone who could read English and interpret/translate what they did not understand.

## 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.

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. We can also request services from the DOE's Translation and Interpretation Unit. Our school will provide written translation services, in accordance to section VII of Chancellor's Regulations a-663 regarding parental notification requirements for translation and interpretation services. For example, we have provided parents with an English version and a translated version of the Bill of Parent's Rights and Responsibilities. These documents are obtained by visiting the DOE website which features the documents in many languages. The translated versions of such documents always go home along with the English version of the same document. Such timely access to translated versions of documents are made possible by accessing the resources available from the DOE online.

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, French and Arabic. This enables us to meet the oral needs of parents who have difficulties with communication in English.

Our principal, Ms. Colon may translate in Spanish. Our AP, Ms. Monteau, may translate in Haitian Creole. Ms. Bayou, a special services provider, may translate in Arabic.

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>.

At PS 397, we fulfill section VII of Chancellor's Regulations A-663, which describes parental notification requirements for translation and interpretation services. We ensure that each parent who does not speak English as a primary language gets a copy of the Bill of Parent's Rights and Responsibilities. As mandated, the availability of interpretation services is indicated through signs in Spanish, Arabic and Haitian Creole. These signs are located near the main entrance of the school in an area that is visible to anyone entering and leaving the building. The signs were also obtained from a DOE online website. Our school safety plan includes specific procedures to give parents needed language access services which allow them to reach the administrative office without being obstructed due to any language barriers.

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 Principal and Assistant Principal 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, French and Arabic will follow up with phone calls as necessary.

The language breakdown is as follows:

|                |   |    |          |
|----------------|---|----|----------|
| Arabic         | - | 8  | students |
| Haitian Creole | - | 12 | students |
| IGBU           | - | 1  | student  |
| Spanish        | - | 8  | students |

|       |   |    |   |
|-------|---|----|---|
| Total | - | 29 | ELL students as of October 31 <sup>st</sup> . |
|-------|---|----|---|