



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: John B. Russwurm Elementary School

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

PRINCIPAL: Natasha Spann

EMAIL: nspann@schools.nyc.gov

SUPERINTENDENT: Gale Reeves

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

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

Name	Position and Constituent Group Represented	Signature
Natasha Spann	*Principal or Designee	
Antoine Bogard	*UFT Chapter Leader or Designee	
Simone Rios	*PA/PTA President or Designated Co-President	
Roberta Hicks	DC 37 Representative, if applicable	
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
Cheryl Blue	Member/ Parent	
Tarshisua Freeman	Member/Parent	
Tyshon Younge	Member/Parent	
Keisha Roberts	Member/Parent	
Roni Delerme	Member/Teacher	
Suimani Mills	Member/Teacher	

** Signature of constituent only indicates participation in the development of the SCEP, not approval.

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

observations.
Professional Goals Meetings will be scheduled and conducted twice per year (September, January) by an administrator for each pedagogue.

Budget and resource 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 Title IA Title IIA Title III Set Aside Grants Other-describe here:

Service and program coordination

Title I Priority/Focus SWP funding will be utilized to purchase professional texts to support teacher development. These texts will be used as a frame for discussion during teacher team meetings and professional development sessions regarding teacher effectiveness. Title I Focus School-wide funding will also be used to pay 6-8 teachers 2 hours of per session (3 days per week) for professional development and to pay hire substitute teachers will to accommodate teachers who will visit neighboring schools that have been identified as implementing best instructional practices at least twice per year. The school schedule will be adjusted once per month to allow the Teacher Cabinet time to collaborate. No funding will be necessary to accommodate the change in session. Teachers will be given the opportunity to visit other neighboring schools that have been identified as implementing best instructional practices at least twice per year.

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

Major Recommendation

- The percentage of students who were administered the 2012 New York State Assessments who performed at or above proficiency is 20.8% for English Language Arts and 24% for Mathematics. (New York City Department of Education Progress Report 2011-2012, page 3)

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

_____ 3.2 Enacted curriculum

_____ 3.3 Units and lesson plans

_____ 3.4 Teacher collaboration

 X 3.5 Use of data and action planning

Annual Goal #2

- By June 2013, the number of students performing at or above proficient (levels 3 & 4) on the 2013 New York State English Language Arts and Mathematics assessments will increase by a minimum of 4% by implementing the Response to Intervention model into the school community for literacy and mathematics.

Instructional strategies/activities

A) Strategies/Activities	B) Key Personnel/Resources	C) Targets	D) Timeline
<p>The Response to Intervention (RTI) Team will be refined to support teachers with strategies for reaching all students. The Team will provide sample activities for each tier level. Additionally, team members will analyze data and monitor the progress of students in order to track progress of students school-wide.</p>	<p>Principal Assistant Principals Network Personnel Teachers</p>	<p>Data conferences will be held with each classroom teacher and grade band to discuss trends as well as individual student progress.</p>	<p>School Year 2012-13 (Ongoing)</p>
<p>Teacher teams will be established to examine particular subgroups of students. Administrators will provide professional development for the following:</p> <ul style="list-style-type: none"> Utilizing data to formulate a customized learning plan for subgroups of students. Creating small-group activities to address the needs of English Language Learners and Students with Disabilities Creating a school-wide progress monitoring system to track all students. Creating protocols for examining student work 	<p>Teachers Principal Assistant Principal</p>	<p>Students will show a minimum 2% growth on each English Language Arts & Mathematics periodic assessment which will be administered in September, January, and March as a result of the work recommended and implemented by the RTI team.</p>	
<p>Programs will be developed to target the specific needs of subgroups of students such as: After School Common Core Readiness learning groups, Saturday Academy, and One-to-One tutoring</p>	<p>Principals Assistant Principals Network Personnel Extended Learning Time Consultants</p>		

Budget and resource 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 Title IA Title IIA Title III Set Aside Grants Other-describe here:

Service and program coordination

Grants will pay for programs established in the Harlem Children's Zone, one of our community based organizations, that will focus on improving literacy skills such as reading composition and vocabulary acquisition using the internet-based program iReady.

The Harlem Renaissance Health program, based in our school, will provide services for all mental and physical health issues to ensure that all students are fit for learning.

Tax Levy Fair student funding will be utilized to purchase professional instructional materials to support curriculum development during the regular school day, consumable instructional materials for use during the extended day program, and teacher per session (3 days per week) for afterschool programs and differentiated professional development.

Title I Priority/Focus SWP funding will be utilized to pay for per session for 4 teachers and one administrator for Saturday Academy, consumable instructional materials for use during the Saturday academy, and F-Status personnel for one-to-one tutoring three days per week.

Title I Priority/Focus SWP funding will be utilized to pay for an AUSSIE consultant (12 visits; 7 hours per visit) to support teachers with mathematics instructional practices.

Title I Priority/Focus SWP funding will be utilized to pay for the Brianza Academic Advantage Tutoring company which will include materials, training, and teacher per session for 2nd and 4th grade students.

Title I Priority/Focus SWP funding will be utilized to pay for a bilingual paraprofessional to support the ESL students in the mathematics instruction.

Title I Priority/Focus SWP funding will be utilized to pay per session for one secretary during Saturday Academy (February – April).

Title I Priority/Focus SWP funding will be utilized to purchase 200 Common Core Aligned English Language Arts books for Grades 3-5.

Title I Priority/Focus SWP funding will be utilized to purchase 200 Common Core Aligned Mathematics books for Grades 3-5

Title I Priority/Focus SWP funding will be utilized to purchase 300 Vocabulary books for Grades 1-5.

Title I Priority/Focus SWP funding will be utilized to purchase 4 Foundations intervention kits for grades K-1.

Title I Priority/Focus SWP funding will be utilized to pay per session to 6 teachers and one supervisor for six 4 hour sessions.

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

Major Recommendation

- Further refine the curriculum in order to consistently emphasize rigorous tasks so that higher order thinking skills and strategies cognitively engage all learners. (Quality Review Report 2011-2012, page 5).

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

Annual Goal #3

- By June 2013, teachers will engage all students in a minimum of two Common Core aligned units in literacy and mathematics designed with multiple points of entry to ensure that achievement of targeted student goals.

Instructional strategies/activities

A) Strategies/Activities	B) Key Personnel/Resources	C) Targets	D) Timeline	
Professional Development will be given to teachers and administrators on the instructional shifts for English Language Arts and Mathematics.	Principal Assistant Principals	Evidence of adjustments to instructional practice based on feedback provided overtime in observation reports.	School Year 2012-2013 (Ongoing)	
Professional Development will be given to teachers and administrators on creating performance-based tasks using the Depth of Knowledge Matrix.	Network Personnel	Student growth on periodic assessments (ACUITY, STAR assessments, Running Records, etc.)	January 2013 – June 2013	
AUSSIE consultants will support teachers with refining Curriculum Maps to reflect units of study aligned to the Common Core Learning Standards designed to include lessons and performance tasks with multiple points of entry for all students.	Teachers Principal Assistant Principal AUSSIE Consultants			
The Instructional Cabinet will collaborate to clearly define rigorous habits and higher-order skills that will be emphasized throughout our curriculum. They will then embed these habits and skills in a coherent way across grades so that all learners must demonstrate their thinking.	Teachers Principal Assistant Principals			October 2012 – August 2013 (Monthly)
Teachers will examine student work and data with the objective of planning and refining academic tasks so that students, including the lowest and highest performing	Teachers Principal			

students are cognitively engaged	Assistant Principals Network Personnel		
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Budget and resource 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 Title IA Title IIA Title III Set Aside Grants Other-describe here:

Service and program coordination

Title I Priority/Focus SWP funding will pay for substitute teachers when necessary to ensure that teachers in all grade levels receive common planning time five days per week with no interruption to our instructional program. The Children First Network we are affiliated with provides monthly professional development for instructional and administrative staff to build capacity with aligning the Common Core Learning Standards. All teachers will participate in the TOURO College Literacy support program which was established specifically for our school.

Title I Priority/Focus SWP funding will pay teachers to attend 5 Professional Development offerings from the AUSSIE consultant company on the topic of implementing Common Core aligned units of study in English Language Arts.

Title I Priority/Focus SWP funding will be utilized to pay for substitute teachers in order for classroom teachers to attend sessions with the AUSSIE consultant.

Tax Levy Fair Student funding will pay for professional instructional materials to support curriculum development during the regular school day, professional texts to use during study groups for improving instructional practices, and teacher per session for differentiated professional development.

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here:

Service and program coordination

A federally funded grant will pay for the Learning Leaders program, which will be utilized to train and certify parents for volunteering on a regular basis. Members of the TOURO College Equity Assistance center will volunteer their time to conduct bi-monthly visits to work with the administrative staff on enhancing the culture of the school community.

Tax Levy Fair Student Funding (Tax Levy) and Title I Funding will fund professional instructional materials to support curriculum development during the regular school day, consumable instructional materials for use during extended day and Saturday programs, and teacher per session (3 days per week) for afterschool programs and differentiated professional development.

A grant from the Carmel Hill Fund will provide funding to purchase 10 sessions for a Literacy Consultant.

Budget and resource 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 Title IA Title IIA Title III Set Aside Grants Other-describe here: School Fund

Service and program coordination

Private grants will fund weekly meetings will take place with the principal and parent coordinator to organize family events and discuss the coordinators established goals to increase parental involvement. A federally funded grant will pay for the Learning Leaders program which will train and certify parents for volunteering on a regular basis.

Tax Levy Fair Student Funding and Title In Funding will pay for incentives for parents, such as trips, and gift cards, materials for parent workshops once per month, and a ten month contract for School Messenger service. School Funds will be used to provide field trips and celebrations for students and families.

Title I Priority/Focus SWP funding will be utilized to pay for printing materials and purchasing materials for parent workshops and other events such as Curriculum Fairs and Open House.

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	Extended –Day Learning Saturday Academy <i>(Common Core Readiness – Reading & Writing)</i> SETTS iReady Hooked On Phonics Accelerated Reading	Targeted Small Group Instruction One-to-One Instruction (Pull-out)	During the school day After school Weekends
Mathematics	Extended Day Learning Saturday Academy <i>(Common Core Readiness – Conceptual Understanding, Procedural Fluency)</i> SETSS <i>Accelerated Mathematics</i>	Targeted Small Group Instruction (Pull out & Push In) One-to-One Instruction (Pull Out)	During the school day After school Weekends
Science	Extended Day Performance Based Learning Robotics Enrichment Club	Targeted Small Group Instruction	During the school day After School (Grades 3 & 4 Only)
Social Studies	Extended Day Learning SKYPE Tutorial Community Field Trips	Targeted Small Group Instruction	During the school day

At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Target Clubs (e.g. Bereavement, Social Skills, Coping Strategies, Enrichment) Play Therapy	Small Group Sessions Individual Sessions Family Sessions	During the school day After school
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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.

Researchers, policymakers, and education leaders agree that teacher quality is a vital factor in improving student achievement. Therefore, it is imperative that we at PS 197M recruit, develop, and retain high-quality teachers to ensure that all children are provided with an adequate education. Each year, we establish a hiring team that collaborates to recruit, hire, and sustain teachers that have the potential to meet our standards.

To ensure that teachers are adequately prepared, PS 197M has formed partnerships with local teacher preparation programs - City College, Touro College, Teachers College at Columbia University, and Bank Street. We advocate that specific needs—such as working with students with different learning abilities or learning effective classroom management strategies—be addressed while future teachers are enrolled in school. Teaching interns from these learning institutions are then invited to engage in their residencies at our school. It is also through these partnerships that we provide adequate support and preparation to specific groups of teachers. New teachers are sent to professional development series that address topics relevant to 21st century learning.

Our Children First Network supports us with the development of our teachers. They work with our administrative team each year to create a thoughtful professional development plan based on the needs of our students. Teachers attend monthly sessions designed to address the instructional expectations of the city and/or state. They also attend weekly sessions customized for their specific needs as it relates to instructional practices. School visits are conducted with teachers in which they are observed and are provided with immediate feedback and an individualized support plan. Progress monitoring ensures that teachers are professionally growing at a pace that will ensure that their performance is up to our high standards.

When making assignment decisions for teachers, the demographics of the class as a whole, the learning style of the students, and the current skill-set of the teacher are taken into consideration. All new teachers are assigned a mentor colleague and an administrative mentor. Administrators work with mentors to observe mentees and provide feedback and time-bound next steps using a research-based teacher effectiveness rubric. Based on the goals that new teachers set at the onset of the school year, the effectiveness of the support given is analyzed and an adjustment is made accordingly.

Evidence continues to mount that teacher working conditions directly affect the success or failure of efforts to adequately staff schools with demographics such as that of PS 197M. In order to ensure that our school community is equipped to provide an environment in which new teachers can thrive and cultivate a desire to remain a member of our school community, we aim to maintain a collegial staff with a shared teaching philosophy and adequate resources necessary to teach. In addition, we are striving to build a supportive and active parent community.

When making assignment decisions for teachers, the demographics of the class as a whole, the learning style of the students, and the current skill-set of the teacher are taken into consideration.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT

PS 197, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for

improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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;
- training parents with how to use accountability tools such as ARIS Parent Link

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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 Renardo Wright	District 05	Borough Manhattan	School Number 197
School Name John B. Russwurm			

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

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

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

D. School Demographics

Total number of students in school	346	Total Number of ELLs	31	ELLs as share of total student population (%)	8.96%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

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

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

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

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

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

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

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

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input 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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language (50%:50%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Self-Contained														0
Push-In	3	2	8	8	5	5								31
Total	3	2	8	8	5	5	0	0	0	0	0	0	0	31

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	31	Newcomers (ELLs receiving service 0-3 years)	17	Special Education	8
SIFE	0	ELLs receiving service 4-6 years	6	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	31	0	8	31	0	2	31	0	0	93

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

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0																			

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

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	2	7	6	3	3								23
Chinese														0
Russian														0
Bengali				1										1
Urdu														0
Arabic	1		1	1		1								4
Haitian														0
French					1									1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other					1	1								2
TOTAL	3	2	8	8	5	5	0	31						

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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

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

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

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

English Language Arts Area

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

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

Quality

Teaching for English Learners and Community Learning Support Organization.

A. Programming and Scheduling Information

Mathematics content Area

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

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

Plan for Newcomers

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

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

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

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

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

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

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

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

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

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

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

A. Programming and Scheduling Information

clarify meaning.

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

#4. S.I.F.E.

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

- Positive school climate, non-threatening
- Drama, role playing, puppets
- TPR (social games, objects to throw around) - simple commands as part of TPR
- Socialization and reality instruction (eg., Every day situations through real life experiences, like going to supermarket, bank, etc.)
- Phonics instruction
- Age appropriate materials
- Making books
- Graphic organizers - Venn diagrams, story maps, KWL charts, etc.
- Use of visuals
- Basic Skills - to fill in gaps
- Positive reinforcement
- Socialization to America/CSD #5 culture
- Need tolerant, supportive, understanding classroom teachers to create environment
- Assess to determine what is missing
- Focused instruction and learning games (jenga, hangman, go fish)
- Art-multiple learning styles
- Parent involvement (helping with homework, bi-weekly meetings with parents to discuss progress)
- Self-assessment - (e.g., As a child how do they assess their own progress, whether verbally or in a written journal or give them tools (rubrics to judge their own work)
- Articulation with other teachers
- Group work
- Constructivist method - build on their knowledge
- Recorded books
- Summarize books orally
- Provide books of various genres
- Read aloud to students daily
- Allow plenty of time for discussion
- Computers - use of senses
- Reach different learning modalities
- focus on raising self-esteem (praise, role play)
- Paring - cooperative learning
- Individualized instruction - (50% of the time?)
- Multiculturalism - have students value their own culture
- Pictures to build vocabulary
- Art paired with instruction (e.g., clay work, painting connected to story)
- Tape recordings of songs, chants, poems, (to lower effective filter)
- Manipulatives (e.g., anything they can touch, feel and hold at their desks)

Students with less than three years service

1. audiocassetts/CDs
2. literature (big books, little books)
3. charts
4. manipulatives

A. Programming and Scheduling Information

5. picture books
6. graphic organizers
7. teacher's guide
8. program workbooks (logs)
9. sample parent letters
10. assessment materials
11. staff development section of teachers guide
12. songs and charts
13. drama and role playing activities
14. poetry

Strategies for instruction for students with six or more years service

1. Model reading (posture, tone, behavior, and reading process) listening to news anchors doing news.
2. Vary activities, expose students to reading (choral reading).
3. Phonics instruction.
4. Tape record student reading.
5. Chanting and use of fairy tales. (Singing and chanting for rhythm of language)
6. Phonics/Grammar instruction provided in a more sophisticated fashion using academic language (gerund) (teach grammar in context using mini-lessons.)
7. Additional and higher level exposure to writing using the writing process in an aural fashion (self-recording, revision(s), final product).
8. Drama and acting (role playing).
9. Cultral awareness for motivation and acculturation.
10. Different motivational materials identified through student interest survey.
11. Ensure student self esteem on a daily basis through oral (personal group) or written praise.
12. Review and build on basic skills (graphic organizers, webbing etc.).
13. Identify and use multiple intelligence (using interest survery) approaches.
14. Use test terminology, skills and format during regular instruction.
15. Cooperative learning.
16. Strong parent communication (letter home explaining how parent can get involved).
 - Phone calls.
 - Home activities that involve parents.

Plan for Long Term ELLs

Long term ELLs are the largest number of ELLs across the grades. An analysis of their scores on the NYSESLAT, ELA and Math assessments suggests that their problem is one of reading and writing. Our action plan for this group involves:

- An after school program targeting reading and writing three days during the week.
- Monitoring the progress of students in all content areas to differentiate instruction for literacy needs.

Plan for Special Needs Students

We have one class of special needs ELLs in both our ESL and TBE programs. Our policy for special needs studens includes:

- Ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP.

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

25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
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?

- Into English by Hampton Brown and Amazing English - An Integrated ESL curriculum by Addison-Wesley Publishing Company is an ESL program characterized by its resources for real communication, themes and grade level content, multilevel teaching strategies and special help for newcomers. Furthermore, it incorporates authentic multicultural literature and connects lessons that build, widen and deepens language across the curriculum. Lastly, it provides ongoing authentic assessment. It includes the following components: Visual, literature, logbooks, audiocassettes, manipulatives, technology, ESL library and activity books. Each unit first builds up the necessary language then explores it through literature and finally uses the language in the content areas.
- Scholastic Library - levels A-B-C.
 - Scholastic Reading Skills Kit - levels B-C by Scholastic Inc.
 - Write Time for Kids - A nonfiction reading and writing program by Teacher Created Materials, Inc.
 - Big Books.
 - Readers' Theater Script - builds reading fluency, expression and confidence by Lakeshore, Grades 3 & 4.
 - Learning Basic Vocabulary by McGraw Hill - Grade K.
 - Readers' Theater by Instructional Fair - Level 1
 - Making Words - Multilevel, Hands-on, Developmentally Appropriate Spelling by Patricia M Cunningham and Dorothy P. Hall - Grades 1-3
 - Oral Language for Daily Use by Sharon Altena and Jan Leik - Grade 2.
 - Reading Comprehension by Theresa Gerig, Kris Robinson-Cobb and Glenda Sible Shull - Grades 1-2.
 - Comprehension Skills - Complete Classroom Library by Steck Vaughn.
 - Think - Alongs - classroom Library by Steck Vaughn.

To familiarize with the state assessments, it also uses: Attanasio and Associates Getting Ready for the New NYSESLAT, Ready for the NYSESLAT, NYS Coach: ELA/Math.

In order to support learning and foster community involvement, we use a portion of our funding to create supplementary programs for ELLs and their families. These include:

- After School Program: The program offers both remediation and enrichment ELA and Mathematics.
- ELL Saturday Academy: Our Saturday Academy offers both remediation and enrichment in ESL, mathematics, and ELA. We have 35 LEP students who attend the Saturday Academy. These youngsters have a grasp of basic interpersonal and communicative vocabulary, but some of them are struggling to understand the English language in content and academic language. Most of our English Language Learners and former ELLs in grades 2, 3, 4, & 5 do not have exposure to English at home and lack comprehensive content input in their mainstream classrooms. Therefore, these youngsters need additional support and activities focused on their acquisition of language proficiency and academic progress. Our intent is to offer these students an extra opportunity to develop the skills needed to meet the New York State

English Language Arts, The New York State English as a Second Language, and the Mathematics Standards. In order to achieve these goals, 1) students will participate in ESL, ELA and Mathematics lessons and activities. The lessons and activities will be geared directly to their language and academic needs. The ESL instruction is fully aligned with NYC Language Allocation Policy. In addition, the students will participate in EIAF (English is a Flash) an interactive computer program designed to build fluency in conversational English as well as academic English in the content areas. This program is patterned after natural language acquisition, following the stages of language acquisition: Stage 1 - Pre-Production; Stage 2 - Early Production and Stage 3 - Speech Emergence. The students will also participate in trips to multicultural venues, i.e., Bronx Botanical Gardens, local museums, Museum of Natural History and theatrical performances. These enrichment trips will not only accelerate socialization to the United States of America, they will motivate and act as a bridge to connect the ELLs to the larger cultural life of the city's multicultural communities and address the Social Studies standards of Immigration and Culture.

Attendance rates are over 90% for this outreach program. Our intent is to offer these students an extra opportunity to develop the skills - needed to meet the New York State English Language Arts, The New York State English as a Second Language, and the Mathematics Standards.

- Parent and Community Participation: In order to support learning and foster parent and community participation, in addition to the orientation and meetings during the school year that focus on instructional issues, i.e., assessments, standards, promotional policies, etc., the ESL teacher will offer parents workshops which include the following topics: How to Help you child/children at Home, State mandates Test, and Reading and Comprehension.

- Translation and Interpretation Services: These services are offered to increase the involvement/understanding of parents in their child/children's education. Additional funding is available to translate important policy documents and school's correspondences, mainly in Spanish. Additionally, interpretation services are a daily help in communication between school staff and parents.

#6. Teaching transitional ELL 3 days per week for 45 minutes. Subjects: reading, writing, and mathematics.

#7. Saturday Academy from 9:00 a.m. to 12:00 p.m. grades 2-5.

#8. N/A

#12. Yes

#14. N/A

C. Schools with Dual Language Programs

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

N/A

D. Professional Development and Support for School Staff

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

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

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?

To encourage continuing community involvement, ELL parents are very involved in the life of our school. During the school year, P.S. 197 provides meetings for parents focused on instructional issues: such as, assessments, standards, promotional policies, and strategies for them to support children's academic progress. Other parents are involved in our Saturday Academy and related programs. As part of our effort to strengthen the parental involvement, many members of our school community are bilingual and ensure communication between the school and the home.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	3	2	3	2	0	1								11
Intermediate(I)			3	0	2	2								7
Advanced (A)			2	6	3	2								13
Total	3	2	8	8	5	5	0	0	0	0	0	0	0	31

NYSESLAT Modality Analysis

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

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

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

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

New York State Regents Exam

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

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	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

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

6. Describe how you evaluate the success of your programs for ELLs.

N/A

Additional Information

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

None

Part VI: LAP Assurances

School Name: John B. Russwurm

School DBN: 05M197

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Natasha Spann	Principal		10/27/11
Juanita Johnson	Assistant Principal		10/27/11
Rolinda Hill	Parent Coordinator		10/27/11
Eliana Fonseca	ESL Teacher		10/27/11
	Parent		10/27/11
	Teacher/Subject Area		10/27/11
	Teacher/Subject Area		10/27/11

School Name: **John B. Russwurm**

School DBN: **05M197**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Coach		10/27/11
	Coach		10/27/11
Raymond Shaw	Guidance Counselor		10/27/11
Renardo Wright	Network Leader		10/27/11
	Other		10/27/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 04 **Network:** 408

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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