



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: P.S. 397 FOSTER-LAURIE ELEMENTARY SCHOOL

DBN (i.e. 01M001): 17K397

Principal: NANCY COLON

Principal Email: NCOLON@SCHOOLS.NYC.GOV

Superintendent: BUFFIE SIMMONS

Network Leader: MARG STRUK

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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Nancy Colon	*Principal or Designee	
James Hughes	*UFT Chapter Leader or Designee	
C. Cumberbatch	*PA/PTA President or Designated Co-President	
N/A	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	
Ilona Lawit	Member/ Chairperson	
Susan Chan	Member/ Grade 1	
Rubelena Maragh	Member/ Grade 1/Special Education	
Judy Moore	Member/ Parent	
Barbara Drysdale	Member/ Parent	
Latasha Jackson	Member/ Parent	
Violet Butler	Member/ Parent	
	Member/	

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 which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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 #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Prepare to implement a new system of teacher evaluation and development based on Danielson's Framework for Teaching.

Since teachers will now be evaluated based on the Danielson Framework for effective teaching methods and practices, by June 2014, 100% of teachers will have engaged in ongoing professional development to ensure a smooth transition.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Since the adoption of the Common Core Standards and the high academic expectations that accompany those standards, a need for a more refined manner of determination of teacher planning and execution of lessons that meet the expectations has been enacted. Since this new method of teacher evaluation differs greatly from the previous manner of performance evaluation, teachers have had to undergo extensive training in preparedness for this observational method.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Teachers began receiving in-depth professional development during extended-day P.D. allotted time. Many teachers took part in external training sessions made available through the Department of Education. The professional development sessions provided externally by the Department of Education included videos of teachers being observed followed by critique utilizing the Danielson Framework for Teaching.

B. Key personnel and other resources used to implement each strategy/activity

1. The principal, assistant principal and two consultants, a reading specialist from Fordham University and a writing specialist from Teaching Matters, have all worked in conjunction to provide extensive ongoing professional development. They continue to be available to expand the teachers' understanding of how the Framework will be utilized to determine teacher effectiveness.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. A way to conclude if the professional development sessions have been successful is for administration to have conversations with teachers after observations to note their findings and to determine if the teachers understand how they were rated. This allows for misunderstandings to be clarified and to experience the Framework in a real-world manner.

D. Timeline for implementation and completion including start and end dates

1. The professional development is ongoing and teachers have been provided extensive materials to refer to for further reference to ensure that there is clarity of the expectations during observations. P.D. began prior to the students' arrival for the 2013-2014 school year and it continues as we progress through the school year and consultants will avail themselves throughout the school year till June 2014, to any individual or group that requires further clarification.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Professional development sessions take place during the allotted extended day time on Tuesdays of each week. These meetings can also take place during grade level meetings that occur during common preparation periods. Resources provided include copies of the Danielson Framework for Teaching and other explanatory materials provided by the Department of Education.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parents will be provided professional development opportunities to become informed about the new Common Core State Standards, as well as, the manner in which teachers will be evaluated for effective instructional practices. Professional development sessions may be led by our school's Parent Coordinator, Joseph Calderon.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #2

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 #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Ensure curricula are aligned to standards in all content areas. (This is an extension to last year's Goal #1, but it is not the same.)

In order to close the achievement gap for all students and to realize college readiness, it is pertinent to align curricula to the Common Core Standards across the content areas. In order to achieve this goal, by June 2014, 100% of teachers will have received on-going professional development in the execution of our ELA Gheen's Academy curriculum, as well as our My Math curriculum. Teachers will have aligned the units of study to meet the expectations of the State's Standardized examinations and will have administered task-oriented assessments to determine mastery.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Based on in-depth analysis of the most recent State Standardized Exam scores, a need was realized for a deeper understanding of how to execute the common core aligned curricula that have been adopted in our school building. The manner in which the lessons are executed from the existing curricula must meet the increased expectations that will be tested on this year's upcoming standardized examinations. The Danielson Framework for Teaching must be strongly considered when planning for and executing lessons so that the curricula will be utilized in the most effective manner to prepare children for the increased rigor on the forthcoming examinations. For grades where there are no standardized test scores available, running records and classroom unit assessments were used to determine the need for further professional development on the execution of current curricula.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. In order to close the achievement gap for all students, consultants, in conjunction with in-house specialists and classroom teachers, will continually review the units of study and create assessments that will provide teachers with evidence of student learning and areas of need for reinstruction/reinforcement. When a determination is realized for additional instruction based on analysis of unit assessments, classroom teachers can plan their small-group instruction to meet those needs. Additionally, students who are performing far-below their grade level expectation can be placed into small-groups that are pulled out for specialized instruction by our reading specialists.

B. Key personnel and other resources used to implement each strategy/activity

1. Ms. Braverman, consultant from Fordham University and Libby Baker, consultant from Teaching Matters, work with in-house reading specialist Ann Elterman on ensuring that our ELA Gheen's Academy curriculum has supportive materials, such as novels, readily available for appropriate execution.
2. Administration will perform informal observations to note how lessons are being executed. They will observe through the lens of lesson planning, materials utilized and content being covered. Feedback will be provided to teachers to ensure that their lessons are reflective of the standards and that the student tasks meet the increased rigors of the Common Core standards.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Grade level meetings with teachers and the aforementioned consultants can provide detailed information pertaining to the progress, effectiveness and impact of the supportive materials and assessments being utilized for the ELA Gheen's curriculum. Exam results can be analyzed.

D. Timeline for implementation and completion including start and end dates

1. The strategy on on-going professional development and grade-level meetings with consultants will take place beginning in September 2013 and continuing throughout the school year through June 2014.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Since every grade has at least two common prep time built in to their program to ensure grade level common planning, that time can also be used to support meetings related to this goal.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parents can be kept informed of curricular decisions via P/T meetings, Title I meetings and PTA meetings.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.							

Goal and Action Plan #3

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Organize the school to meet the needs of all students.

For schools to function efficiently there must be structure, organization and routines in place. Teachers must understand the expectations of students not only on the grade level they are teaching, but for grades prior to and after the current one. Appropriate interventions must be adhered to, i.e., RTI, ESL, SETTS, Inclusion, etc. Efficiency in school includes, but is not limited to, teacher teams, teacher leaders, consultants, coaches, etc. Staff must engage in collaborative planning to ensure cohesive curriculum. To meet this goal, by June 2014, 100% of teachers will have engaged in teacher team weekly planning meetings. By June 2014, 100% of teachers on each grade level will have participated in weekly aligned planning for instruction.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

In order to ensure that students are receiving cohesive instruction, regardless of whether that instruction is provided by their primary classroom teacher, SETTS teacher or RTI specialist, teachers must confer regularly to determine areas of student academic need, while still maintaining adherence to the general curriculum. Students are held responsible for information disseminated during classroom instructional time, and when they are removed for small-group instruction, they should not miss vital instruction. When all teachers confer regarding expected curriculum to be covered, continuity of instruction can be maintained while focus on skills/strategies needed can be provided.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Teachers will meet a minimum of twice weekly during their common preparation time and confer with service providers, i.e. SETTS, ESL, Speech and reading specialists who provide small-group RTI, to plan for cohesive instruction and for updates on progress.
2. Teachers will meet at least twice monthly with administration during common preparation time to discuss how they are grouping for instruction to meet the needs of their struggling learners.
3. Teachers who work in collaborative classrooms will plan to provide cohesive instruction to their general education and special education students that covers the pertinent strategies and skills, but utilizes various mediums and resources such as visual aids, computer programs, and manipulatives to provide supportive instruction to learners requiring more intensive instruction.

B. Key personnel and other resources used to implement each strategy/activity

1. Classroom teachers (general education and special education)
2. SETTS providers
3. Speech provider, OT, PT, Social Worker
4. Administration

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Ongoing informal performance assessments can be used to determine consistent growth and improvement in areas of need.
2. Formal measures such as running records and classroom unit assessments. Students can be administered running records on a quarterly basis to analyze growth. Students can be administered Gheen's assessments upon completion of each skill/strategy to determine level of mastery or need for further remediation.

D. Timeline for implementation and completion including start and end dates

- 1. September 2013-June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

- 1. At the onset of the school year, the Principal, Nancy Colon will ensure that the preparation schedule will be reflective of at least two common preparation period per grade across the grade levels.
- 2. The principal will schedule grade level meetings and provide advance knowledge for teachers to be prepared for the meeting.
- 3. Administration will require submission of running record data from every teacher.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parents will be kept apprised of how their children are performing via P/T conferences and will have the opportunity to meet with teachers via scheduled requested meetings if necessary. They can also ask questions during Title I meetings and PTA meetings.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.							

Goal and Action Plan #4

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

- 1.

B. Key personnel and other resources used to implement each strategy/activity

- 1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- 1.

D. Timeline for implementation and completion including start and end dates

- 1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

- 1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" 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
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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 #5

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- A. Strategies/activities that encompass the needs of identified subgroups**
- 1.
- B. Key personnel and other resources used to implement each strategy/activity**
- 1.
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- 1.
- D. Timeline for implementation and completion including start and end dates**
- 1.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- 1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" 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
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List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
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. 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>	<p>Each group is typically comprised of 4-6 students.</p>	<p>During the school day</p>
Mathematics	<p>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.</p>	<p>Each group is typically comprised of 4-6 students.</p>	<p>During the school day</p>
Science	<p>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.</p>	<p>Each group is typically comprised of 4-6 students.</p>	<p>During the school day</p>
Social Studies	<p>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</p>	<p>Each group is typically comprised of 4-6 students.</p>	<p>During the school day</p>

<p><i>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i></p>	<p>related.</p> <p>Our Guidance Counselor, Diane Braithwaite, works with children across the grades. She provides middle-school counseling to our 5th 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, Ms. Huseinovic, is in our building only one day per week. Her 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 mandated students as well as students at risk who have been referred by their teacher.</p>	<p>There are one-on-one sessions, as well as, groups that are typically comprised of 6-12 students.</p>	<p>During the school day</p>
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**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
P.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 the Special Ed. 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.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
There is ongoing professional development provided by administration and external consultants from Fordham University and Teaching Matters. Additionally, a large portion of the staff has attended external professional development sessions regarding the Common Core Standards and the Danielson Framework for Teaching.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
For our students in temporary housing, there is funding to assist parents with school trips and uniform purchase.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
At the beginning of the school year, parents are encouraged to attend an open-house at the school for an overall introduction to the school and the teachers. Additionally, they are invited to meet their child's teacher in the classroom for a more personalized discussion regarding the expectations for the grade and to answer any questions and listen to parents voice any curiosities or concerns regarding the kindergarten curriculum. If children are deemed in need of continued services that were provided in the prior pre-school/daycare, those services will be seamlessly interwoven into the kindergarten curriculum.

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
There are certain assessments that are mandatory across the testing grades, as well as, in the lower house. In addition to baseline and benchmark assessments that are administered across the testing grades, teachers decide upon unit assessments as the units of study are completed, to determine mastery or need for further re-instruction. Teachers on grade

levels will collaborate regarding assessments to ensure minimal subjectivity and more cohesive instruction.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, 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 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;

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
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

P.S. 397, 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 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;

P.S. 397 will 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;

P.S. 397 will 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;

P.S. 397 will provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 17	Borough Brooklyn	School Number 397
School Name Foster-Laurie		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Ms. Nancy Colon	Assistant Principal Ms. Marie Monteau
Coach type here	Coach type here
ESL Teacher Ms. Deirdre Thorpe	Guidance Counselor Ms. Diane Braithwaite
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Mr. Joseph Caldron
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	347	Total number of ELLs	29	ELLs as share of total student population (%)	8.36%
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Part II: 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
Dual Language (50%:50%)														0
Freestanding ESL														
self-contained														0
Pull-out	7	2	5	3	5	7								29
Total	7	2	5	3	5	7	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)	25	ELL Students with Disabilities	2
SIFE	0	ELLs receiving service 4-6 years	4	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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	25	0	2	4	0	0	0	0	0	29
Total	25	0	2	4	0	0	0	0	0	29

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

**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
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
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		1			1								3
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	2	1	2	2		3								10
Haitian	2	1	2	1	4	2								12
French	2				1	1								4
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	7	2	5	3	5	7	0	0	0	0	0	0	0	29

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)	6	1	0	0	2	5								14

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	1	1	1	4
4	4	0	0	0	4
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2	0	1	0	0	0	0	0	3
4	4	1	1	0	0	0	0	0	6
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3	1	1	0	1	0	0	0	6
8									0
NYSAA Bilingual (SWD)									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 Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

Paste response to questions here: 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. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Paste response to question here: 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. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Paste response to question here:

4. For each program, answer the following:

- 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?

Paste response to questions here: Almost all of our students take all examinations in English, with the exception of one student who tested for State Math and Science in Creole. 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. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Paste response to question here:

6. How do you make sure that a child's second language development is considered in instructional decisions?

Paste response to question here: 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.

7. 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?

Paste response to questions here: As we do not offer a dual language program, this question is not applicable to PS 397.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

Paste response to question here: 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.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
Paste response to question here: 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.
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.
Paste response to question here: 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.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
Paste response to question here: 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. All written transmissions between the ESL teacher and parents is maintained in files by the ESL teacher.
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.
Paste response to question here: 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.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Paste response to question here: 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.

6. 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.) 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. 

Paste response to question here: Every parent, without exception, has chosen to stay in our freestanding ESL program, which is the only program we offer. Parents are encouraged to select the kind of program that they prefer, regardless of the fact that we offer only freestanding ESL. This year one parent selected transitional bilingual education, but opted to have their child remain in our school.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

Paste response to questions here: a. Instruction is delivered using a pull-out organizational model.

b) A combination of models is utilized throughout the day. We use an inter-grade model whereby students from different gradelevels with similar proficiency levels are grouped together. Conversely, there are groups on the same grade level with differencesin proficiency.

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)?

Paste response to questions here: 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 of pull-out instruction. Advanced students receive 180 minutes per week using pull-out instruction. When pulled out of the classroom, students are grouped together by proficiency level using an intergrade approach at times.

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 foster language development and meet the demands of the Common Core Learning Standards.

Paste response to question here: For our ESL students, 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. Such textbooks feature alignment with common core standards.

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

Paste response to question here: To ensure students are appropriately evaluated in their native languages, we ask for a comprehensive educational history for 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. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Paste response to question here: We assess ESL students in all 4 modalities using the LAB-R, the fall periodic assessment, the NYSESLAT, and frequent ongoing informal listening, speaking reading and writing assessments.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Paste response to questions here:

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 are to enhance the learning process. If the weakness is related to reading or writing then consideration must be given to the discovery of a new program that will address that issue. There is another circumstance that needs to be given contemplation when establishing the performance of a beyond 6-year ELL in that there may be the possibility of test anxiety leading to low scoring on standardized exams versus performance in the classroom.

e. Former ELLs receive access to support through content area glossaries which translate content specific vocabulary into the students' home language. During staff meetings, classroom teachers are trained to apply ESL strategies for former ELLs. All former ELLs are tested with modifications on state exams for two years after they test proficient in English.

7. 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?

Paste response to question here: 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.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Paste response to question here: 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:			

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

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
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	

25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
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

9. 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.

Paste response to question here: 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. For our long-term ELL's there is a need firstly to determine the area of greatest weakness. 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 are 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.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Paste response to question here: Our current ESL program uses curriculum and materials which increase language development/content area knowledge. According to the results of the NYSESLAT over the past few years, our program is very effective. As the ESL students' language skills reach the more advanced levels, they also do very well on state exams.

11. What new programs or improvements will be considered for the upcoming school year?

Paste response to question here: We plan to keep all staff informed about current issues concerning ESL students through the monthly staff trainings.

12. What programs/services for ELLs will be discontinued and why?

Paste response to question here: No programs will be discontinued.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Paste response to question here: Our ESL afterschool program will be held in the spring for about 3 months. It will include hands on, thematic art projects which are combined with literature as we strengthen language skills in listening, speaking, reading and writing. We will include puppet show performances, Smartboard activities and a comprehensive review for the NYSESLAT using student workbooks/ CDs.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Paste response to question here: 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

- Computers

- Manipulatives consisting of letters and words

- Variety of dictionaries for second language learners

- CDs with music, chants, etc.

Smartboard access

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Paste response to question here: 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. We also have a small library consisting of books written in both English and our students' home languages, including arabic, Spanish, Chinese and Haitian Creole.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Paste response to question here: 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.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Paste response to question here: 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.

18. What language electives are offered to ELLs?

Paste response to question here: PS 397 does not offer language electives.

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. 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 here: This question is not applicable to PS 397, as we are a school which offers only freestanding ESL services.

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions here: 1. Ms. Thorpe attends PD workshops held by Bank Street College, the UFT and the Office of English Language Learners and shares them with the staff at PS 397. Teachers will have access to all books materials, ideas and contacts shared at each of the PDs. This will help teachers to improve the level of understanding of second language acquisition and provide more effective instruction. As a result of these professional development sessions, teachers will also be better equipped to give ELLs including SIFES greater social and emotional support.

2. It is our understanding that the Office of English Language Learners will be holding trainings for teachers of ELLs as they engage in the Common Core Learning Standards.

3. Our guidance counselor, Ms. Braithwaite, assists all students, including ELLs as they transition from elementary to middle school. Ms. Braithwaite shares pertinent information with staff regarding the transition of ELLs into middle school.

4. One hour staff trainings which include ESL specific topics take place on a monthly basis at PS 397.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

Paste response to questions here: 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.

E. 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 response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		11/6/13
	Assistant Principal		11/6/13
	Parent Coordinator		11/6/13
	ESL Teacher		11/6/13
	Parent		11/6/13
	Teacher/Subject Area		11/6/13
	Teacher/Subject Area		11/6/13
	Coach		11/6/13
	Coach		11/6/13
	Guidance Counselor		11/6/13
	Network Leader		11/6/13
	Other		11/6/13

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **PS397** School Name: **PS 397**

Cluster: **05** Network: **Fordham PSO-CFN 551**

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

12 Haitian Creole

10 Arabic

4 French

3 Spanish

2013-14 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the [School Allocation Memo #44](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 30.

Part A: School Information	
Name of School: PS 397	DBN: 17K397
This school is (check one):	<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 29 Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: Title III Supplemental services for ELLs

Rationale: This service is being provided based on data analysis that supports the need for supplemental services to enhance listening and speaking skills for our beginners and reading and writing for those ELLs at the intermediate and advanced levels according to the 2013 NYSESLAT and LAB-R scores for new admits of 2013-2014. Please refer to the LAP narrative for data driven information. (Supportive data below) There are 29 ESL students.

Beginners-14

Intermediates-7

Advanced-8

Scores on the spring 2013 NYSESLAT indicate that reading and writing are the areas of greatest need for ESL students at the intermediate and advanced levels, while listening and speaking skills are the areas of greatest need for our beginner ELL students. LAB-R scores for new arrivals indicate that these students may be classified as beginners as well. Again, the total number of ESL students is 29.

Subgroups of students to be served:

Students in the 0-3 years of service-25 students

Students in the 4-6 years of service-4 students

Special ed-2 students (both students are within the 0-3 year category)

Schedule: 3:30-5:00 pm on Wednesdays & Thursdays, 20 sessions will be held from 1/8/14-3/27/14.

Explanation of Program:Children will be divided into 2 groups: ELLs in grades K-2 and grades 3-5. Each group will spend part of the session with Ms. Thorpe, an ESL certified teacher. Students will also spend a portion of the session with Ms. Chan, a certified General Ed teacher. Newcomers may use Smarttalk activities to support them as they progress through the pre-production phase of language acquisition. The main focus of the program is rigorous test preparation for the NYSESLAT and ELA State examination using the research-based textbook series "Getting Ready for the NYSESLAT and Beyond." About an hour would be devoted to lessons with Ms. Thorpe to promote growth in areas of need according to NYSESLAT scores, following the teacher's guide that goes with the textbook series. The additional time would be spent doing projects with Ms. Chan which will promote hands-on learning of targeted thematic vocabulary and usage through the visual arts. Puppet show performances to promote

Part B: Direct Instruction Supplemental Program Information

skills in listening speaking and reading will also be included in the program. Parents will be invited to attend these as well as all field trips.

The Bronx Zoo field trip supports the focus of the program (NYSESLAT/ELA prep) by giving students a memorable experience for use in the development of practical skills to be tested. (There will be a supervisor on site at no cost to the T3 program.) Activities before and after the trip will include practice with vocabulary/information presented in diagrams. We will also practice "fact-based writing". Understanding information presented in text-supported diagrams and fact-based writing are the two new skills to be tested on the upcoming NYSESLAT. Writing and vocabulary building is also very beneficial to students as they prepare for the ELA.

Materials to be purchased include NYSESLAT test prep workbooks for students, basic picture dictionaries, electronic devices to support newcomers vocabulary, storybooks written in both English and the students' home languages and art materials for projects and puppet show performances.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

Professional Development

Schedule and duration: The last Tuesday of each month from 2:30-3:10, February-June

Topics to be covered: Office of English Language Learners- "Unpacking the NYSESLAT-Instructional Implications, Part I and II" (Discussions of new additions to the NYSESLAT including practical ways to prepare students) "Nuts and Bolts of ESL" (A discussion of the most updated, practical information for ESL coordinators/teachers) Among the additional topics of interest is the workshop series -"RTIs for ELLs". Ms. Thorpe plans on attending this workshop as well.

Name of Provider: Bank Street College, Office of English Language Learners, UFT, Fordham PSO

Explanation of Program: Ms. Thorpe will attend these workshops and share them with the staff at PS 397. As recommended, these meetings will be well-planned, ongoing events as opposed to short term workshops. The meetings will be of sufficient intensity and duration in order to have a lasting effect on teachers' performance in classrooms. Teachers will have access to all books materials , ideas and contacts shared at each of the PDs. This will help teachers to improve the level of understanding of second language acquisition and provide more effective instruction. As a result of these professional development sessions, teachers will also be better equipped to give ELLs including SIFES greater academic, social and emotional support.

Part D: Parental Engagement Activities

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

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

Begin description here: Parental Activities

Rationale: Parents are always welcome to go on any field trips we schedule. In addition, Parents are now invited to slideshow presentations and discussions of trips. These are an opportunity to apply experiential learning to encourage formal language, “accountable talk” and presentation skills.

Puppet show performances for parents can facilitate a greater level of parent engagement in student learning, since parents will be asked to help their child practice the script at home. The script will contain a universal theme, repetitive sentence structures and highly useful English vocabulary.

Schedule and duration: February-May monthly slide show discussions -2nd Thursdays of each month from 3:30-4:30 pm during the afterschool program and during May and June from 3:30-4:30 pm. Puppet shows will take place on the last Thursdays of March and April (4:30-5:30)

Topics to be covered: Bronx Zoo

Name of Providers: Ms. Deirdre Thorpe, Ms. Susan Chan

Notification: Parents will be notified of these activities through letter sent home with the children in the language they have chosen as a preferred language of communication with the school. If we do not yet have the parents' preferred language of communication, letters will be sent home in English and the families' home languages.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services		

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">• High quality staff and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		