



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: JOHN B. RUSSWURM ELEMENTARY SCHOOL

DBN (i.e. 01M001): 05M197

Principal: NATASHA SPANN

Principal Email: NSPANN@SCHOOLS.NYC.GOV

Superintendent: GALE REEVES

Network Leader: LUCIUS YOUNG

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
Natasha Spann	*Principal or Designee	
Antoine Bogard	*UFT Chapter Leader or Designee	
Simone Rios	*PA/PTA President or Designated Co-President	
Roberta Hicks	DC 37 Representative, if applicable	
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
Deborah Shabazz	Member/ Teacher	
Rony Delerme	Member/ Teacher	
Tarshishua Freeman	Member/ Parent	
Maria Maisonet	Member/ Parent	
Erica Jones	Member/ Title I Parent	
Pascale Walcott	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.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- 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. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- 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 SCEP 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 SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP 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).

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school's needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other

sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- 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.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) 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 (TIP) located on page 13 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
X	School Leadership Team Signature Page
X	The SCEP Overview
X	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	1. A major recommendation with HEDI rating
	2. Statement Of Practice (SOP) selected aligned to the goal
	3. A goal aligned to the major recommendation
	4. Instructional Strategies section, A-E for each strategy or activity that supports the goal
	5. Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

School Information Sheet for 05M197

School Configuration (2013-14)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	303	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	16
Types and Number of Special Classes (2013-14)					
# Visual Arts	19	# Music	19	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	79.9%	% Attendance Rate		89.3%	
% Free Lunch	86.0%	% Reduced Lunch		2.8%	
% Limited English Proficient	7.5%	% Students with Disabilities		17.5%	
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	1.2%	% Black or African American		63.6%	
% Hispanic or Latino	31.2%	% Asian or Native Hawaiian/Pacific Islander		0.3%	
% White	3.7%	% Multi-Racial		N/A	
Personnel (2012-13)					
Years Principal Assigned to School	1.25	# of Assistant Principals		1	
# of Deans	N/A	# of Counselors/Social Workers		2	
% of Teachers with No Valid Teaching Certificate	2.9%	% Teaching Out of Certification		22.9%	
% Teaching with Fewer Than 3 Years of Experience	22.9%	Average Teacher Absences		5.9	
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	7.1%	Mathematics Performance at levels 3 & 4		5.2%	
Science Performance at levels 3 & 4 (4th Grade)	76.1%	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Science (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	No			

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP			
Describe the strengths of your school's 12-13 SCEP.			
Principal met with grade-level teams to receive input for action plan activities. Parents worked with pedagogues in sub-committees to collectively develop goals. Goals and action plans were strategically designed to improve learning outcomes for students and teachers.			
Describe the areas for improvement in your school's 12-13 SCEP.			
For the 2012-2013 school year areas of improvements were as follows: Increase the percentage of Effective teachers Increase the number of students proficient in English Language Arts Increase the number of students proficient in Mathematics Increase the capacity of teachers to align Units of Study to the Common Core Learning Standards Increase communication between school constituents and families.			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
Our School Leadership Team was developed late in the year as a result of parents retracting their commitment to participate for the entire year. Budgetary constraints hindered full implementation of all action plan activities.			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
4 of 5 goals were achieved, which equates to 80% success of implementation. The majority of activities for action plans were implemented.			
Were all the goals within your school's 12-13 SCEP accomplished?	<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>
If all the goals were not accomplished, provide an explanation.			
One of the goals was to increase the number of students performing at or above proficiency level on the NYS ELA and Math examination by 4%. Overall there was not an increase in proficiency. The introduction of the new Common Core aligned assessments, and the rise in the scale score requirements for proficiency played a factor in the lack of increase.			
Did the identified activities receive the funding necessary to achieve the corresponding goals?	<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>
		No	<input type="checkbox"/>

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP			
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.			
There are no anticipated barriers or challenges for developing the school's 13-14 SCEP. Budgetary constraints and limited human resources may pose as a barrier for implementation of action plan activities.			
List the 13-14 student academic achievement targets for the identified sub-groups.			
All Grades 3-5 students - 5% Increase in English Language Arts All Grade 3-5 students - 5% Increase in number of students proficient in Math African-American Male students - 5% Increase in number of students showing progress in English Language Arts			
Describe how the school leader(s) will communicate with school staff and the community.			
A bulletin board located outside of the school's main office is devoted to the School Leadership Team and the SCEP. The school's website is currently under construction and will provide updates of progress towards achievement of goals.			
Describe your theory of action at the core of your school's SCEP.			
The collectively agreed upon theory of action is as follows: If we continue to develop a school culture where all constituents are motivated and committed to improving each other's success, through forums in which there is focused collaboration and continual professional and personal development, then students, families, teachers, and school leaders will effectively work as partners to meet the academic and social needs of students.			
Describe the strategy for executing your theory of action in your school's SCEP.			
The School Improvement Team will initiate and take action to launch all activities. Information will be shared and actions developed immediately in collaborative forums. Time and support will be provided to all constituents to ensure achievement of action plans.			
List the key elements and other unique characteristics of your school's SCEP.			
For the 2013-14 school year, our SCEP features the following key elements: Strategic Activities designed to 1)improve teacher practice with developing questions to promote rigorous work products and high			

quality discussions, 2) Customized instruction for students to ensure academic success, 3) Programs designed to meet the social development needs of each student, School-wide systems of progress monitoring to ensure progress towards goals in all areas.

Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.

Over the last two consecutive school years, administrators in collaboration with teachers and other school constituents have successfully managed school improvement plans. The Progress Report Card grade has gradually progressed from an F to a D and it is currently a C. Administrators are fully confident that with the action plans outlined in the 2013-14 SCEP, the school will continue to experience upward progress.

Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

“Improve instructional practices and develop challenging academic tasks across classrooms to ensure that students demonstrate higher order thinking skills and are fully engaged in their learning.

Review Type:	QR	Year:	2013	Page Number:	5	HEDI Rating:	D
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Tenet 2: School Leadership Practices and Decisions

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X	2.2 School leader’s vision		2.3 Systems and structures for school development
	2.4 School leader’s use of resources	X	2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, 80 % of our teaching staff will demonstrate improvement in the domains of planning and preparation and the overall delivery of instruction by engaging in an in-depth study of focus competencies described in Danielson’s Framework For Teaching, as measured by observable and documented growth provided through a regular, recorded feedback between the administration and teachers (observation reports) and an overall improvement in student performance.

Instructional Strategies/Activities

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

- **Strategies/activities that encompass the needs of identified subgroups**
 1. Facilitating professional development sessions that allow teachers to review and decipher Danielson domains of focus (1e, 1c, 3b and 3d) so that they have a comprehensive understanding of what they need to develop personally/professionally in order to improve their level of teaching proficiency.
 2. Each administrator will develop a plan for cycles of observation for the 2013-2014 school year. Each administrator will ensure that three days per week at least two hours daily are used to conduct 10-15 minute snapshot observations with a one week turn around for written feedback, and a two day turnaround for verbal feedback. Each teacher will engage in individual professional goal setting based on their self – assessment in September 2013. These collaboratively developed goals will serve as the lens for informal and formal observations during our first cycle of observations. Progress toward achieving this goal will be monitored by a minimal of monthly formal and informal observations with all teachers, with more frequent observations for new teachers and those observed needing additional support (1-2 weeks).
 3. Administration and PD Team members, with support from the network, will work together to continuously assess teaching practice, identify specific teacher needs and provide teachers with specific feedback based on these needs.
 4. After school professional development sessions will be held with various cohorts of teachers based on observed practices. Teachers will be grouped according to need and provided with targeted instructional supports.
 5. By December, teachers will have received a minimal of two or more observations.
- **Key personnel and other resources used to implement each strategy/activity**
 1. Principal, Assistant Principal, Network Instructional Personnel
 2. Consultants, Principal, Assistant Principal, Network Personnel
 3. Principal, Assistant Principal, Lead Teachers
- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
 1. Observation reports that display evidence of adjustments to instructional practices based on feedback provided overtime
 2. Student Work from Units of Study
 3. Student growth on periodic assessments
- **Timeline for implementation and completion including start and end dates**
 1. September 2013 to May 2014
- **Describe programmatic details and resources that will be used to support each instructional strategy/activity**
 1. Title I funding will be used to hire an F-Status Assistant principal to provide professional development for teachers. Part of the work will include how to look at data from a variety of sources as well as how to develop, administer and use performance tasks as a pre and post evaluation to determine teaching points for

- planning a unit and mastery at the conclusion of the unit.
- Lead teachers will have periods build into their schedules that will allow them to work with teachers to support differentiation. They will attend professional development provided by the support Network.
 - Teachers will be given daily common planning time to plan with consultants.
 - Twice per month the schedule will be adjusted so that administrators can meet with lead teachers to support them with creating, implementing and analyzing tasks.

Budget and Resource Alignment

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

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

N/A

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

X	PF AIS		PF CTE		PF College & Career Readiness	X	PF Common Core
	PF ELT	X	PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs		PF RTI		X	PF Supporting Great Teachers & Leaders	

Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

"Ensure consistent use of varied on-going assessment practices and analysis of student learning outcomes to adjust instructional decisions at the team and classroom level."

Review Type:	Quality Review	Year:	2013	Page Number:	5	HEDI Rating:	D
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Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X	3.2 Enact curriculum		3.3 Units and lesson plans
X	3.4 Teacher collaboration	X	3.5 Use of data and action planning

Annual Goal #2

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, the number of students performing at or above proficient (levels 3 & 4) on the 2014 New York State Common Core English Language Arts and Mathematics assessments will increase by a minimum of 5%.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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

Teacher Teams will be reorganized to examine particular subgroups of students. Administrators will provide professional development for the following: a) Utilizing data to formulate a customized learning plan for subgroups of students. b) Creating small-group activities to address the needs of English Language Learners and Students with Disabilities. c) Creating a school-wide progress monitoring system to track all students. D) Creating protocols for examining student work

Programs will be developed to target the specific needs of subgroups of students such as: After School Common Core Readiness learning groups, Saturday Academy, and One-to-One tutoring

The Response to Intervention (RTI) Team will be refined to support teachers with strategies for reaching all students. The Team will provide sample activities for each tier level. Additionally, team members will analyze data and monitor the progress of students in order to track progress of students school-wide.

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

Principal, Assistant Principal, CFN 408 Network Personnel, Talent Coaches

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

School-wide periodic assessments. New York State English Language Arts Assessment. New York State Mathematics Assessment. "Student Performance" category of the New York City 2013-2014 Progress Report

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

August 2013 – June 2014 Ongoing

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

Common Planning time will be delegated in the overall schedule for teachers daily to support meeting in Teacher Teams. Data conferences will be held with each classroom teacher and grade band to discuss trends as well as individual student progress.

Students will show a minimum 2% growth on each English Language Arts & Mathematics periodic assessment which will be administered in September, January, and March as a result of the work recommended and implemented by the RTI team.

Budget and Resource Alignment

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

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

Private Grant from the Harlem Children's Zone Organization

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

X	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
X	PF ELT	X	PF Inquiry Teams	X	PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

"Improve instructional practices and develop challenging academic tasks across classrooms to ensure that students demonstrate higher order thinking skills and are fully engaged in their learning."

Review Type:	QR	Year:	2013	Page Number:	5	HEDI Rating:	D
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Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X	4.2 Instructional practices and strategies		4.3 Comprehensive plans for teaching
	4.4 Classroom environment and culture	X	4.5 Use of data, instructional practices and student learning

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June, 2014 100% of teachers will be able to develop high quality questions aligned with CCLS in all content areas, that cause students to think and reflect and to deepen their understanding.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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

Administrators will work with classroom teachers to support questioning and discussion techniques.

Faculty Conferences and Professional Development days will focus on providing teachers with opportunities to work in teacher teams to craft and/or evaluate questions using tools such as Webb’s Depth of Knowledge, Hess Cognitive Rigor Matrix, CCLS, Citywide Instructional Shifts in ELA, and Competency 3b from the Danielson Framework.

The Danielson framework will be used to increase rigor and effectiveness of instruction through frequent cycles of observation resulting in formative, actionable feedback. Teacher teams will work together to develop high quality questions or prompts for conversations and/or class responses for the Book of the Month. In daily planning and instruction, teachers will utilize Webb’s DOK Question Stems as well as the tools above to craft questions and tasks, oral and written, which require strategic and extended thinking.

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

Principal, Assistant Principal, Consultants, Network Personnel

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

Principal and Assistant principals will review teacher practice, teacher lesson plans, student work, and interim assessment results to ensure alignment to the citywide instructional expectations, and to support decisions aligned to Danielson’s Framework for teaching and the new teacher evaluation system.

The progress, effectiveness, and impact of administrative monitoring will be evaluated based on the progress shown by teachers:

- 1) In the delivery of instruction as reflected in short cycle and formal observation documentation.
- 2) In their ability to adjust lessons, units, and classroom assessments to address the gap between what the standards require and what their students know and are able to do.
- 3) In their ability to implement classroom structures and assessment practices across all grades that encourage student self-reflection and engagement of students in the learning process.

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

1. August 2013 – June 2014

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

1. Common Planning Time will be built into teacher’s daily schedule.
2. Each teacher will be provided with a copy of the 2013 Danielson Framework for teaching.
3. Teachers will be paid on a per session basis to collaboratively plan and develop rigorous lessons aligned to the CCLS

Budget and Resource Alignment

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

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

Title I SWP

Indicate using an “X” the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

X	PF AIS		PF CTE		PF College & Career Readiness	X	PF Common Core
	PF ELT	X	PF Inquiry Teams	X	PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI	X	PF Supporting Great Teachers & Leaders

Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

Learning Environment Survey, page 7, section – Safety and Respect, statement 4: “students get into physical fights.”
17% of parents agree.

Review Type:	N/A	Year:	N/A	Page Number:	N/A	HEDI Rating:	N/A
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Tenet 5: Student Social and Emotional Developmental Health

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	5.2 Systems and partnerships		5.3 Vision for social and emotional developmental health
X	5.4 Safety		5.5 Use of data and student needs

Annual Goal #4

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
 By June 2014, all suspensions will be reduced by 2% as a result of improvement and expansion of the PBIS program and coordination of mental health supports for families, as measured by OORS suspension data.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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. Full implementation of the discipline code school-wide. This will include training for all staff members and implementation of a data collection system to determine areas of critical need regarding student behaviors. We will use this data to determine how best to align our resources.
2. Emphasis on positive behavior and academics through monthly student-of-the-month awards and other ongoing recognition systems.
3. Ensure that school psychologist works collaboratively with social worker and teachers to conduct Functional Behavior Assessments on students who have demonstrated difficulty maintaining positive behaviors.
4. Provide teachers with training on the development of Behavior Intervention Plans for students who have demonstrated difficulty maintaining positive behaviors.
5. Leverage Danielson Framework and competencies that relate to managing student behaviors to support individual teachers-as needed-with professional development.

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

Principal, School Psychologist, School Social Worker, Guidance Counselor, Family Worker, Various Teachers

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

Ongoing monitoring of suspension data, PBIS data and connections made with Community-based organizations

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

September 2013 – June 2014

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

1. Conflict mediation will be run by teachers with no incremental resources.
2. Ribbons and prizes will be purchased for students.
3. The RTI team will be weekly to discuss individual student cases.
4. Substitute teachers will be hired to allow for teachers to attend various PBIS trainings.
5. Administrators will provide on-going training to teachers on the Danielson Framework with an emphasis on the Culture of Learning and Managing Student Behavior.

Budget and Resource Alignment

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

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

Private Funding

Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
X	PF Positive Behavioral Management Programs			X	PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #5 Family and Community Engagement (Tenet 6)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Learning Environment Survey, page 5, section – Communication, statement 2: "The school keeps me informed about what my child is learning." 7% of parents disagreed.

Review Type:	N/A	Year:	N/A	Page Number:	N/A	HEDI Rating:	N/A
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Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	6.2 Welcoming environment	X	6.3 Reciprocal communication
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	6.4 Partnerships and responsibilities	X	6.5 Use of data and families
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Annual Goal #5

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, the school staff will consistently provide opportunities for purposeful, strategic and authentic dialogue about school achievement, development and improvement in all pertinent languages so that all parents can participate in the dialogue. To measure our progress, we have set the following objectives:

- By June 2014, the school will show an average of a 20% score increase on the parent response sections of our Learning Environment Survey
- A rating of proficient or higher on the NYC Quality Review Rubric 3.4 (communicating and supporting high expectations for all) on our official 2013-14 Quality Review

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- A. Strategies/activities that encompass the needs of identified subgroups**
1. **Activity #1** - Communication with Parents : To implement methods of reciprocal communication between the school and the parent that give the parents access to the same information through four different means of communication: 1) Implementation of School Messenger services to automatically phone parents regarding, attendance, special events, and workshops. 2) - Back-Pack letters home with students; 3) Post information to the school's website; 4) Update school bulletin boards, and signage with all events.
 2. **Activity #2** – Administrators and teachers will collaborate with the Parent Coordinator and PTA to facilitate a series of Parent workshops throughout the year to educate parents about the school, the curriculum, and issues they face as parents: Common Core Learning Standards, Supporting Students at Home, ARIS, Financial Literacy, Healthy Living, Middle School Choices

- B. Key personnel and other resources used to implement each strategy/activity**
1. Parent Coordinator, Assistant Principal
 2. Principal, Assistant Principal, Classroom Teachers, Parent Coordinator, Guidance Counselor, Community-Based Organization

- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. Results of the Parent Communication portion of the 2013 – 2014 Learning Environment Survey.
 2. Signature Sheets, Agendas, School-Created Surveys

- D. Timeline for implementation and completion including start and end dates**
1. September 2013 – June 2014
 2. August 2013 – July 2013

- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Parent Coordinator will collaborate with teachers to gather and organize pertinent information to be distributed to families.
 2. Monthly Family Calendar will be provided. Parent Coordinator will collaborate with administrators, teachers, and the guidance counselor to organize topics to disseminate to families.

Budget and Resource Alignment

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

X	PF Set Aside	Tax Levy	Title IA	Title IIA	Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.						
Private Funding						
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.						
	PF AIS	PF CTE	X	PF College & Career Readiness		PF Common Core
	PF ELT	PF Inquiry Teams		PF NYS Standards and Assessments	X	PF Parent Engagement
	PF Positive Behavioral Management Programs			PF RTI		PF Supporting Great Teachers & Leaders

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	Extended –Day Learning Saturday Academy (<i>Common Core Readiness – Reading & Writing</i>) SETTS iReady Hooked On Phonics Accelerated Reading	Targeted Small Group Instruction One-to-One Instruction (Pull-out)	During the school day After school Weekends
Mathematics	Extended Day Learning Saturday Academy (<i>Common Core Readiness – Conceptual Understanding, Procedural Fluency</i>) SETSS Accelerated Mathematics	Targeted Small Group Instruction (Pull out & Push In) One-to-One Instruction (Pull Out)	During the school day After school Weekends
Science	Extended Day Performance Based Learning Robotics Enrichment Club	Targeted Small Group Instruction	During the school day After School (Grades 3 & 4 Only)
Social Studies	Extended Day Learning SKYPE Tutorial Community Field Trips	Targeted Small Group Instruction	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Target Clubs (e.g. Bereavement, Social Skills, Coping Strategies, Enrichment) Play Therapy	Small Group Sessions Individual Sessions Family Sessions	All services will be provided

**Title I Information Page (TIP)
For School Receiving Title I Funding**

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

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

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

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

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

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

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

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).

All administrators, teachers, paraprofessionals, school aides, and school based-support team members will submit a minimum of two professional goals at the beginning of the school year. A professional development plan will be created based on those goals and student data from the prior school year. The professional development plan will outline specific dates of session, specific dates of progress monitoring, interim benchmarks. The professional development will be refined throughout the year

based on trends in feedback from observations. Cohorts of teachers with similar needs will be created to customize workshops. Our supporting Children First Network will provide job-embedded work around the Framework for Teachers. Our assigned Talent Coach will support administrators with norming observation practices to ensure that targeted feedback given to teachers is standardized.

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 *the intent and purpose* programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

At the onset of the school year, required funding is set aside for our students in Temporary housing. The parent coordinator utilizes those funds to purchase school uniforms, school supplies, and healthy snacks for these identified students. The Guidance Counselor, Social Worker and Parent Coordinator collaborate to monitor the social and emotional development of these students.

In conjunction with TOURO college, our pre-kindergarten program focuses on the Vygotsky program. All Pre-kindergarten funding is utilized to support this program and to support the Pre-Kindergarten team with ensuring a coherent alignment with philosophies of Vygotsky and the Common Core Learning Standards.

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.).

Pre-Kindergarten teachers and Kindergarten teachers serve together on a vertical articulation team. During their sessions, the focus is on analyzing student work at the Kindergarten level and refining academic activities and instructional practices to improve foundational skills. Teachers focus on Common Core aligned performance tasks that require students to apply sophisticated skills. Simultaneously, the Pre-kindergarten teachers analyze results from administered Common Core tasks and determine what skills are necessary to focus on so that students entering kindergarten have the necessary prerequisite skills to successfully master standards at the kindergarten level. At the start of the final school semester (March), Kindergarten teachers instruct pre-kindergarten students for 30 minutes, two times per week. Parent workshops conducted u the school's early childhood psychologist focus on transitioning to elementary school. Kindergarten teachers facilitate activities for parents to participate in and they present expectations for Kindergarten students. Additionally, community Day Care Centers and Head start programs are invited to bring their classes to our school for open house.

The school psychologist, in conjunction with the School-Based support team conduct observations for students zoned to our school that have been identified as needing support services. Parents of these students are introduced to the various service providers who with our students. Our family worker retrieves and maintains all records for incoming students adhering to the calendar created by our school

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.

A Teacher Cabinet consisting of one teacher from each grade was constructed for the purpose of collaborating with administrators to select, assess, analyze and refine the curriculum, assessments and other supplementary programs. The Cabinet went through a series of professional development sessions in which they were guided through mock sessions of conducting teacher team meetings. They learned various protocols they could potentially use to structure looking at student work and formative assessment data. Once per month the Teacher Cabinet meets with the Administrative Cabinet to review student progress towards interim benchmarks and to collectively decide if implementation of the curriculum and assessments are successful or whether or not adjustments need to be made with the goal of continuously improvement student achievement.

TA Schools Only

Use of Program Resources

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

N/A

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).

N/A

Parent Involvement Policy (PIP)

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
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 05	Borough Manhattan	School Number 197
School Name John B. Russwurm		

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 Natasha Spann	Assistant Principal Esther Diaz
Coach None	Coach None
ESL Teacher Eliana Fonseca	Guidance Counselor Raymond Shaw
Teacher/Subject Area type here	Parent Simone Rios, PTA President
Teacher/Subject Area Arleen Degraffenreid/CB	Parent Coordinator Rolinda Hill
Related Service Provider Dawn Anderson	Other type here
Network Leader(Only if working with the LAP team) Lucius Young	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)	309	Total number of ELLs	24	ELLs as share of total student population (%)	7.77%
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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	0	0	0	0	0								0
Dual Language (50%:50%)	0	0	0	0	0	0								0
Freestanding ESL														
Pull-out	5	5	1	4	6	3								24
SELECT ONE	0	0	0	0	0	0								0
Total	5	5	1	4	6	3	0	0	0	0	0	0	0	24

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	24	Newcomers (ELLs receiving service 0-3 years)	18	ELL Students with Disabilities	1
SIFE	0	ELLs receiving service 4-6 years	6	Long-Term (completed 6+ years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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	18	0	0	6	0	1	0	0	0	24
Total	18	0	0	6	0	1	0	0	0	24

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

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

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

Ethnic breakdown of EPs (Number):

African-American: 0 Asian: 0 Hispanic/Latino: 0
 Native American: 0 White (Non-Hispanic/Latino): 0 Other: 0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	4	4	0	4	5	2								19
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	1	1	1		1	1								5
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	5	5	1	4	6	3	0	0	0	0	0	0	0	24

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)	2	2		1	1	1								7

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)	1	2		2	3	1								9
Advanced (A)	2	1	1	1	2	1								8
Total	5	5	1	4	6	3	0	0	0	0	0	0	0	24

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	1	0	1	0	0	0	2
8									0
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and 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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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.

ELLs are assessed on an ongoing basis with School Net-Periodic Assessments, STAR Reading & Math, Fountas and Pinnel, Common Core tests, teachers' assessments, and observation data to drive teaching goals and instruction. The reading assessment data shows that most ELLs are reading below level. The ESL teacher instructs ELL according to their language needs. The teacher develops instruction using ESL methodologies, strategies and differentiated instruction, reading strategies.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

The LAB-R results revealed that ELLs scored at the beginning level of English proficiency only. The patterns across proficiency levels revealed those students need to be immersed in the English language to facilitate learning the subject areas. The data indicates that ELLs' proficiency is very low. It ranged from 004%ILE to 014%ILE for grades K and 1. We did not have any 2nd, 3rd, 4th and 5th graders taking the LAB-R.

The NYSESLAT data shows that students are moving to the next level of language proficiency. Students that are at the beginning level of English proficiency were newcomers. The NYSESLAT also reveals that the writing and reading skills are holding back our ELLs in all grades (K-5). Listening and speaking skills are in accordance with students' abilities in the intermediate and advanced levels of language proficiency.

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](#))

The NYSESLAT data shows that ELLs are making incremental gains on the assessment by moving to the next proficiency level to become language proficient. Our ELLs are at the beginning, intermediate and advanced level of English proficiency. ELLs, eight (8), who are in the beginning level are newcomers. Nine (9) are at the intermediate level and eight (8) are at the advanced level of English proficiency. The patterns across the NYSESLAT modalities revealed were that listening/speaking are in line with general abilities for the intermediate and advanced students. The reading and writing skills are holding our students back from proficiency. The data showed us that more adjustments and improvements must be made to our program. 1) Continue to strongly target language development across the grades and content areas, creating opportunities for active and meaningful engagement. 2) Give more support to listening skills for newcomers, including increased technological activities in the classroom. 3) Provide more small group academic intervention classes in ESL to target language modalities according to their needs. 4) Provide more academic intervention services for those performing below grade level during the school day as well as extended hours. 5) Offer more after school, Saturday and test prep academy classes to target specific modalities and to help students on all levels to familiarize them with the NYSESLAT and NYSELA/math format. The ESL teacher, Common Branch teachers, AIS providers and paraprofessionals are involved in the process of helping ELLs.

4. For each program, answer the following:

- a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

#4a. P.S. 197 only offers an ELS program.

#4b. The school leadership and teacher meet every week throughout the year to analyze data to drive instruction for ELLs.

#4c. Our school learned that ELLs at the beginning level of English proficiency scored below the grade. Students who are at intermediate and advanced levels of language proficiency scored at the same grade level as the monolingual students.

Native language is not utilized in our school because we don't offer Dual Language or Transitional Bilingual programs. ESL is the program offered at our school.

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](#).)

Once teachers have done assessments, they come up with individualized instruction and support. One type of instruction done in each classroom is small groups. Within these small groups, the teachers meet with their students and work on a variety of skills such as phonemic awareness, decoding skills, and comprehension skills which are differentiated based on the students' needs. A second

support that is done within the classrooms is that teachers introduce vocabulary words withing tier 1, 2, and 3. Our Ready Gen literacy curriculum, writing, Go Math and other content areas provide tier work in all three levels to promote language development. Lastly, the tools used to guide instruction are as follows: ELA, Math State Exam, whole group rigorous curriculum throughout the content areas, small groups, differentiated instruction, teachers aligning the Common Core Learning Standards to the curriculum, running records, Foundations and teacher conferencing that are used to guide instruction, monitoring of individual instruction and support which are ongoing.

6. How do you make sure that a child's second language development is considered in instructional decisions?
The program models offered at our school is aligned with parents'/guardians' request. To build alignment between parent choice and program offerings, we provide detailed information about the program and explain the benefits of choosing the program of their choice for their children. Because of the low number of ELL population (24 ELLs) at P.S. 197, Freestanding ESL is the only program offered. The Parent Survey choice letters are used as data in placing the ELLs in the appropriate program. The program model at our school is totally aligned with the parents' request. In addition, we analyze the assessment data available to drive instruction..
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

#7a. N/A
#7b. N/A
#7c. N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The success of our program for our ELL population is evaluated by the movement within the NYSESLAT and State standardized tests.

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](#).)
P.S. 197, The John B. Russwurm School, is a pre-K to 5th grade elementary school with a current population of 309 students.

#1. At the present, we have 24 English Language Learners (ELLs) attending our Freestanding ESL Program. The languages spoken by these students include Spanish and Arabic.

At registration, the ESL teacher gives the parent(s)/guardian(s) the Home Language Identification Survey (HLIS) to determine how well the child understands, speaks, reads and writes English. If the responses in the HLIS indicates that the child speaks Spanish and scores at or below the LAB-R cut off score, the Spanish LAB must be given to this student. The Spanish LAB is taken only once at the time of registration. The child takes the Spanish LAB if needed. At this time the parent and child are interviewed in English or Spanish by a certified English as a Second Language (ESL) teacher to find out the academic background of the child. If the child is identified as an eligible candidate for Language Assessment Battery-Revised (LAB-R) testing, the child takes the LAB-R within ten (10) school days. The LAB-R is given to identify the child as an English Language Learner (ELL) or English Proficient. Students scoring at or below the cut off score are entitled to ESL or Bilingual services. Students scoring above the cut scores are not entitled to ESL or Bilingual services. If the parent speaks another language other than Spanish, the ESL teacher calls over-the-phone the Translation and Interpretation Services to help ELL parents.

The New York State English as a Second Language Achievement Test (NYSESLAT) is a test to measure English Language Arts (ELA) proficiency levels (beginning, intermediate and advanced) of ELL. This test is administered each spring by a certified ESL teacher who speaks English, Spanish and Portuguese. Proficiency levels determine the appropriate ratio of English to native language used by the student. This test determines whether or not the child continues to be entitled to ESL. The certified ESL teacher prints out annually the ATS report of the NYSESLAT Eligibility roster for entitled students only to review the results. At the beginning of each school year, after the NYSESLAT exam is taken, the certified ESL teacher analyzes students' data and their proficiency levels in four (4) modalities - speaking, reading, listening and writing - so that the ESL teacher is able to see the area of strengths and weaknesses of each student in order to plan the instructional goals and timing (180 minutes for advanced levels; 360 minutes for beginner/intermediate levels) for the school year. Parents/guardians of students who achieved proficiency are informed by the Non-Entitled/Transition letters by the ESL teacher. Parents/guardians of students who have not tested out are informed by the Continued Entitlement letters from the ESL teacher. Additionally, students who have tested out must attend ESL classes for 180 minutes per week.

To ensure the ELLs take the four (4) modalities of the NYSESLAT exam, the ESL teacher orders the exam and makes a schedule of the date, time, duration and the test that will be taken each day. Also, letters and schedules of the exam are sent home to inform parents/guardians about the upcoming exam. These letters and schedules are sent out to parents/guardians one (1) month before the exam.

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.

To ensure that parents/guardians understand all three program choices, the certified ESL teacher invites them for an orientation. This orientation takes place after the hand-score results of the LAB-R. For this orientation, the ESL teacher sends invitation letters home to parents/guardians of newly enrolled ELLs informing them of the day, time and location where the orientation will take place. The survey and the program selection are also sent home with the invitation letter. This letter informs the parents/guardians that this orientation is regarding educational programs for ELLs. On the day of the orientation, parents/guardians will receive an agenda and will be asked to sign in on a sign-in sheet in English and in their native language. ELL parents/guardians will then watch an online video about the programs available for ELLs in English and in their native language. Afterwards, the ESL teacher will assist parents/guardians with the survey and placement of the ELL. The certified ESL teacher will also discuss with the parents/guardians the topics in the agenda and will be given the website of the Office of English Language Learners for the information. They will also be given brochures in their language. The three (3) programs, Transitional Bilingual Education, Dual Language and Freestanding English as a Second Language will be discussed to enable parents/guardians to make informed decisions on which program to place their child. The ELL is placed as per parent's/guardian's choice. If a parent/guardian chooses a program that is not offered by our school, P.S. 197 will put the parent in contact with a school that offers the program. The ESL teacher will also provide parents/guardians with the information on the State Standards Assessment, school expectation and the general program requirements of the English as a Second Language (ESL) program.

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](#)].)

An entitlement letter is provided to parents to inform them about the child's identification and the child is enrolled in the appropriate program within ten (10) days. The entitlement letters, in home languages, are handed in at the beginning of a school year, to the parents of those children who had been administered LAB-R and scored below the cut off scores. Our school ensures that entitlement letters are distributed and the Parent Survey and Program Selection forms are returned. Copies of entitlement letters and other letters are kept on file and kept confidential. If the parents/guardians are not present during the Orientation and the Parent choice form are not returned, the ESL teacher meets them on a makeup day and follows up with phone calls, if necessary. Parents of newly enrolled ELLs are invited to three (3) or more additional orientations sessions as required under Part 154; they meet with an ELL teacher. The submitted forms are closely reviewed by ESL teacher in order to conform with the choice of the parents/guardians, and any requests or concerns are brought to the attention of school administrators. Whenever needed, ELL parents are provided with an access to the Translation and Interpretation Services, and the documents in their native language. Interpretation services are a daily help in communication between school staff and parents. The entitlement letter records are kept by the ESL teacher in a locked closet. The certified ESL teacher is responsible for keeping all documents pertaining to ESL.

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.

There are many criteria used and procedures followed to place indentified ELLs in Bilingual or ESL programs. Students are placed in a Freestanding ESL program based on the choice that parents indicated on the Parent Selection Form. Parents are informed about their children's placement by the notification letters distributed to them in their native language. The communication or consultation activities with the parents are also in their native language. During the orientation session, translation is available for the parents by the paraprofessional, the certified ESL teacher or the Translation and Interpretation Services over the phone. Parents/guardians of newly enrolled ELLs are invited to three (3) or more orientation sessions as requiered under Part 154. In this orientation session parents/guardians are given the opportunity to choose which program to place their child, be informed of the program choices and be assisted in filling out the parent form. This orientation session is offered in English and Spanish.

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.

The certified ESL teacher prints out annually the ATS report of the NYSESLAT Eligibility roster for entitled students only to review the results. The ELL instructor coordinates with the school's testing coordinator to determine a schedule and location for testing. At the beginning of each school year, after the NYSESLAT exam is taken, the certified ESL teacher analyzes students' data and their proficiency levels in four (4) modalities - speaking, reading, listening and writing - so that the ESL teacher is able to the area of strenghts and weaknesses of each student in order to plan the instructional goals and timing (180 minutes for advanced levels; 360 minutes for beginner/intermediate levels) for the school year. Parents/guardians of students achieve proficiency are informed by the Non-Entitled/Trasition letters by the ESL teacher. Additionally, students who have tested out must attend ESL classes for 180 minutes per week.

To ensure that ELLs take the four (4) modalities of the NYSESLAT exam, the ESL teacher orders the exam and makes a schedule of the date, time, duration and the test that will be taken each day. Also, letters and schedules of the exams are sent home to inform parents/guardians about the upcoming exam. These letters and schedules are sent out to parents/guardians one (1) month before the exam.

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. 
- The program models offered at our school is aligned with parents'/guardians' request. To build alignment between parent choice and program offerings, we provide detailed information about the program and explain the benefits of choosing the program of their choice for their children. Because of the low number of ELL propulation (24 ELLs) at P.S. 197, Freestanding ESL is the only program offered. The Parent Survey choice letters are used as data in placing the ELLs in the appropriate program. The program model at our school is totally aligned with the parents' request.

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])?
 - #1a. P.S. 197 offers a Freestanding pull-out English as a Second Language (ESL) program. The language of instruction is English. Our ESL program consists of ELLs whose parents/guardians opted for ESL classes. This program services students daily as part of their language development and academic instruction. These students receive the following services: ELLs who are at the beginning and intermediate levels of English proficiency receive 360 minutes of ESL instruction per week. ELLs who are at the advanced level of English proficiency receive 180 minutes of ESL instruction.
 - #1b. The program services students daily as part of their language development and academic instruction. The certified ESL teacher provides ESL instruction out of their class setting and some students are grouped by mixed proficiency levels (heterogeneous model) while others are grouped by the same proficiency levels in the same class (homogeneous model). These ELLs are grouped within age parameters.

The program helps ELL students achieve proficiency and attain the standards established for all students for a grade promotion and graduation. The primary goal of this program is to assist students in achieving English Language proficiency within three years. Also, the goal is to amplify the literacy and academic skills of ELLs who participate in this program and to incorporate recognized and researched based ESL instructional strategies across content subject areas and to give students the skills to perform at city and state grade level in all subject areas. The school directly provides or makes referrals to appropriate support services that may be needed by ELL students in order to achieve and maintain satisfactory levels of academic performance.
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)?
 - #2a. Organization of our staff ensures that the mandated number of instructional minutes is provided according to the proficiency levels in our ESL classes. The schedule of our ESL students is provided to our principal who approves it. In compliance with CR Part 154, all our students depending on their proficiency level receive from 180 minutes to 360 minutes a week of ESL. All beginners and intermediate students receive 360 minutes of ESL instruction per week, and advanced students receive 180 minutes. Students are grouped by language fluency within age parameters. The program serves all students with limited English proficiency (LEP) until they achieve proficiency in the English language. All ELLs receive five periods of ELA every day, 450 minutes per week. One period of mathematics every day, which totals 450 minutes per week. Five periods of 45 minutes of Social Studies and science per week. Technology, two periods of 45 minutes per week. Gymnasium, one period of 45 minutes per week. Gymnasium classes are also attended by most students twice a week. Health classes, one period of 45 minutes a week according to the grade. Note: P.S. 197 does not have courses taught in languages other than English.
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.

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

 - Total Physical Response, Language Experience Approach, Whole Language, the Natural Approach, Cooperative Learning, Differentiated Instruction, Scaffolding, Realia, repetition, graphic organizers, interactive read-aloud, shared and guided reading. It also includes writing, retelling, sequencing, how to, picture/sound, role playing, gestures, modeling, language development through the content areas to meet the demands of the Common Core Learning Standards.

English language Arts Area

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

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

Mathematics Content Area

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

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

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

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

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

- Amplifying the literacy and academic skills of ELLs who participate in the program.
- Incorporating recognized and researched based ESL instructional strategies across content subject areas.
- Giving students the skills to perform at city and state grade level in all subject areas.
- Collaborative planning between ESL and classroom teachers for each unit of study.
- Scaffolding is an essential part of the instructional delivery, such as, Modeling; Bridging; Schema Building; Contextualization; Text Representation and Metacognition.
- Assisting students during the classroom periods, conferencing with students in and out of class, informal assessments, and running records.
- Additional small group AIS sessions for each grade prior to all state assessments, to focus on literacy and academic language.

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

- Content area teachers monitor the understanding of linguistically challenging materials and use a variety of phrasings and synonyms to clarify meaning.
- Math teachers devote extra class time to untangling difficult word problems and require students to make verbal explanations of the problems they work on.
- Social Studies teachers scaffold their instruction with visual aids, such as, maps, atlases, and illustrations to increase comprehension.

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

N/A

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Evaluation in all four modalities of English acquisition is an ongoing process. The ESL teacher evaluates ELL utilizing teaching observation, quizzes, individual work, questions, students' response, role play and rubrics.

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).

#6a. P.S. 197 does not have SIFE students currently but we have a SIFE plan in place for these students.

Our school will provide Academic Intervention Services (AIS) as an extension of the regular school program and in a pull-out ESL service. Identified SIFE students will receive the appropriate number of mandated ESL

instructional

units. Assessments and teacher observations will be used to target skills and plan appropriate instruction. This program will

consist

of a team of teachers gathered together to design and implement units of study that are aligned to the CCLS and the curriculum. This will be based on the concepts of literacy and academic development. Students will be working on the following skill:

Literacy, listening, writing (in all content areas), phonemic awareness and decoding skills. this will be done through hands-on experience, technology, whole group and small group instruction along with small peer work to promote critical thinking skills

and

language development.

SIFE students' social and psychological needs to be met. Parents of SIFE students will receive orientation as needed.

Consistency

and support will be the driving force for all SIFE students to become successful and acquire English proficiency.

This program consist of:

- Positive school climate, non-threatening
- Drama, role playing, puppets
- TPR (social games, objects to throw around) - simple commands as part of TPR
- Socialization and reality instruction (e.g., Every day situations through real life experiences, like going to supermarket, bank, etc.)
- Phonics instruction
- Age appropriate materials
- Making books
- Graphic organizers - Venn diagram, story maps, KWL charts, etc.
- Use of visuals
- Basic Skills - to fill in gaps
- Positive reinforcement
- Socialization to America/CSD #5 culture
- Need tolerant, supportive, understanding classroom teachers to create environment
- Assess to determine what is missing
- Focused instruction and learning games (Jinga, hangman, go fish)
- Art-multiple learning styles
- Parent involvement (helping with homework, bi-weekly meetings with parents to discuss progress)

- Self-assessment - (e.g., As a child how do they assess their own progress, whether verbally or in a written journal or give them tools (rubrics to judge their own work)
- Articulation with other teachers
- Group work
- Constructivist method - build on their knowledge
- Recorded books
- Summarize books orally
- Provide books of various genres
- Read aloud to students daily
- Allow plenty of time for discussion
- Computers - use of senses
- Reach different learning modalities
- Focus on raising self-esteem (praise, role play)
- Pairing - cooperative learning
- Individualized instruction - (50% of the time?)
- Multiculturalism - have students value their own culture
- Pictures to build vocabulary
- Art paired with instruction (e.g., clay work, painting connected to story)
- Tape recordings of songs, chants, poems (to lower effective filter)
- Manipulatives (e.g., anything they can touch, feel and hold at their desks)

#6b. Plan for students with less than three years service (newcomers)

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

- Books; Newcomer - Accelerating English Language Learning by Scott Foresman - Grades: 1-5
- An informal student orientation
- Buddy system identifying a similar student in his/her class that will assist during the day
- Encourage students to participate in the Saturday Program, Extended Day Program and After School activities
- An informal assessment is provided to identify possible Academic Intervention programs
- Home school communication
- Audiocassetts/CDs
- Literature (big books, little books)
- Charts
- Manipulatives
- Picture books
- Graphic organizers
- Teacher's guide
- Program workbooks (logs)
- Sample parent letters
- Assessment materials
- Staff development section of teacher's guide
- Songs and charts
- Drama and role playing activities
- Poetry

#6c. Plan for ELLs receiving 4-6 years and Long Term students: The test scores on the NYSESLAT and content areas exams are looked at closely. Weaknesses are followed by instructional actions. The ESL and homeroom teachers discuss the needs of the student to address his/her needs effectively. This students will attend after school and Saturday programs.

#6d. Strategies for instruction for students with six or more years of service.

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

Plan for Long Term ELLs

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

- An after school program targeting reading and writing three days during the week.
- Monitoring the progress of students in all content areas to differentiate instruction for literacy needs.
- Into English by HamptonBrown and Amazing English - An Integrated ESL curriculum by Addison-Wesley Publishing Company is an ESL program characterized by its resources for real communication, themes and grade level content, multilevel teaching strategies and special help for newcomers. Furthermore, it incorporates authentic multicultural literature and connects lessons that build, widen and deepens language across the curriculum. Lastly, it provides ongoing authentic assessment. It includes the following components: Visual, literature, logbooks, audiocassettes, manipulatives, technology, ESL library and activity books.

Each unit first builds up the necessary language then explores it through literature and finally uses the language in the content areas.

- Scholastic Library - levels A-B-C.
- Scholastic Reading Skills Kit - levels B-C by Scholastic Inc.
- Write Time for Kids - A nonfiction reading and writing program by Teacher Created Materials, Inc.
- Big Books.
- Readers' Theater Script - builds reading fluency, expression and confidence by Lakeshore, Grades 3 & 4.
- Learning Basic Vocabulary by McGraw Hill
- Readers' Theater by Instructional Fair
- Making Words - Multilevel, Hands-on
- Oral Language for Daily Use by Sharon Altena and Jan Leik
- Reading Comprehension by Theresa Gerig, Kris Robinson-Cobb and Glenda Sible Shull.
- Comprehension Skills - Compare Classroom Library by Steck Vaughn.
- Think - Alongside - Classroom Library by Steck VAughn.
- To familiarize with the state assessments, it also uses: Attanasio and Associates Getting Ready for the New NYSESLAT, Ready for the NYSESLAT, NYS Coach: ELA/math.

#6e. Our plan for former ELLs in years 1 and 2 after testing proficient as follows:

- Students attend ESL classes twice a week for 45 minutes.
- Students are eligible for two (2) years of testing accommodations for all the NYS tests.

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?

All ELLs identified as having special needs receive their mandated ESL service and accommodations that are mandated by the IEP. The ESL teacher works closely with the Special Education teachers to ensure ELL-SWDs' improvement and address their needs. The ESL teacher uses a variety of instructional strategies and grade level materials for ELL-SWDs that both provide access to academic content areas and accelerate English language development. The ESL teacher utilizes visual aids, role-playing cooperative work, picture books, drama and role playing, technology, manipulatives, read-alouds, etc. ESL strategies and instructional methods are utilized. The students use the same instructional materials provided to ESL services.

ELL-SWDs utilize the same instructional materials provided to ESL service, as follows:

- Leveled Library books, Levels A to Q
- Scholastic Library, Levels A-B-C
- Scholastic Reading Skills Kit, Levels B-C
- Readers theater - Grades 1 to 6
- Comprehension Skills Library, Levels A to F
- Into English, Levels A to G
- Whole Language Big Book Program, Levels A-B-C
- Language Handbook, Levels A to G
- Vocabulary Connections - A Content Area Approach, Levels A to G
- New Connection to English - Grade 3
- Word Forward - Grades 3 and 4
- Children's Audio, Levels A - D
- English In a Flash
- Accelerated Reader, all levels

The ESL teacher utilizes the following instructional strategies for developing ELL-SWDs all academic language and Basic Interpersonal Communication Skills (BICS):

- vocabulary and language development
- guided interaction
- metacognition and authentic assessment (thinking skills)
- meaning-based context and universal themes (student cultural background)
- modeling
- graphic organizers
- visuals

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?

The ESL teacher works in collaboration with Special Education teachers and other service providers to coordinate curricular, instructional and scheduling flexibility to meet the diverse needs of ELL-SWDs. These students are integrated in the mainstream ESL program and put under the supervision of the teacher.

The RTI meets weekly to review the progress of individual students. Based on formative assessment results, students are informally placed in ICT classes for teacher-recommended content areas for 6 weeks. If the student progresses within the 6 weeks, they are given a formal flexible schedule.

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:	N/A		N/A	N/A
Social Studies:	N/A		N/A	N/A
Math:	N/A		N/A	N/A
Science:	N/A		N/A	N/A
			N/A	N/A
N/A	N/A		N/A	N/A
N/A	N/A		N/A	N/A
N/A	N/A		N/A	N/A

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

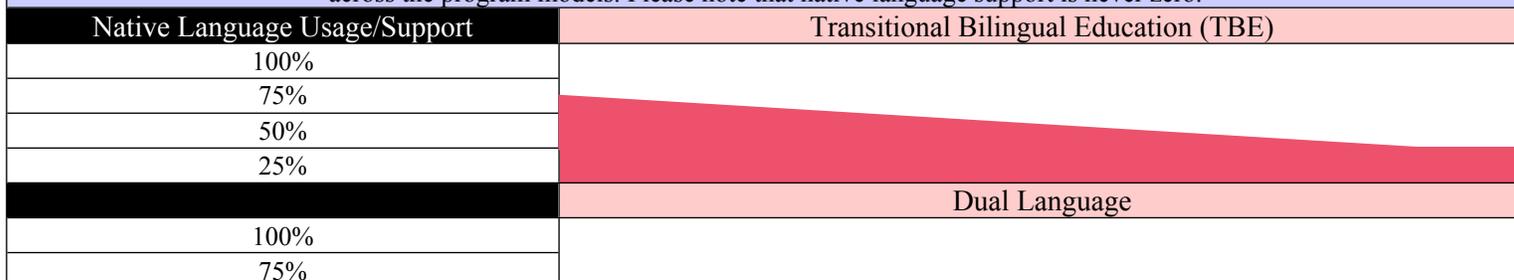
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



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.

At P.S. 197, all services provided to ELLs are in English. We utilize data, teacher observation, student work samples and teacher articulation to be able to target instruction to the ELLs needs. The targeted intervention programs for ELLs are the following: Special Education Teacher Support Service (SETSS), Speech and Language Therapy, test prep for ELA and math, after school program, Saturday Academy, Physical Therapy and Extended Day program. SETSS: Grades first to fifth, every day for 45 minutes. Speech and Language: Grades K to fifth, twice a week for 30 minutes and a fifth grade that is serviced once a week for 30 minutes. After school program: Grades third to fifth, Tuesday, Wednesday, and Thursday from 3:00 p.m. to 6:00 p.m. in ELA and mathematics. Saturday Academy program: Grades third to fifth from 9:00 a.m. to 12:00 p.m. in ELA and mathematics. Extended Day Program: Grades K to fifth, Monday - Wednesday from 8:00 a.m. to 8:37 a.m. in mathematics and ELA. Harlem Children's Zone program, Grades K to fifth, Monday - Friday from 3:00 to 6:00 p.m. in home work help, ELA, math, reading, technology, dance and art. Reading Renaissance Program: Grades K to fifth, Monday - Friday in the classroom setting. The language of instruction is English.

The following are the intervention programs in ELA, math, science and Social Studies:

- ESL is the program offered in our school
- 37 1/2 minutes of extended day
- After school
- Saturday Academy
- SETSS
- Harlem Children's Zone
- Go Math: Soar to Success Math:
 - > Tiers 1, 2, and 4 interventions and enrichment
 - > Animated math models - interactive lesson activities with audio and animation - Concepts are modeled and reinforced with feedback.
- Small group instruction in math and ELA. We have our paraprofessionals who help teachers with translation during small and whole group instruction.
- Smartboard in every classroom as a visual aid.
- Hands-on materials
- Technology
- Science Books
 - > Science, Harcourt Brace - Grades 1st and 3rd
 - > Science, Harcourt School Publishers - Grades 4th and 5th
 - > Science, Harcourt - Grade 2nd
- Social Studies Books:
 - > Social Studies, Communities Near and Far - Grades 2nd and 3rd
 - > New York, Adventures in Time and Place - Grades 4th and 5th

These intervention programs are offered to all ELLs at any level of English proficiency.

All intervention services and regular instructions are offered in English. We have our paraprofessionals who help students with translation. These intervention programs are offered daily.

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

The effectiveness of our current program is measured by making sure that ELLs receive the number of minutes of ESL instruction according to their level of proficiency (Advanced level 180 minutes per week - Intermediate and Beginning levels 360 minutes per week.) At our school the ESL pull-out program is provided by small group of students based on their strengths and weaknesses in each modality, speaking, listening, reading and writing skills. At the end of each period (45 minutes) the ESL teacher takes students back to their different classrooms. In their mainstream classes, ELLs receive the mandated ELA, math, social studies and/or science instruction. In this ESL program, the ESL teacher utilizes ESL methodology, different strategies suitable for ESL

instruction, differentiated instruction content-based instruction (ELA, math social studies and science). The content-based instruction is aligned with ESL standards and Common Core Learning standards. In addition, the ESL teacher articulates daily with the classroom teachers to discuss student performance, progress, weakness and strength. The ESL teacher is often evaluating students to make sure that their language development needs are being met. Regular classroom teachers are informed that they will have ELLs sitting in their classrooms. The ESL teacher meets with them to talk about each ELL level of English proficiency and needs..

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

At P.S. 197 we have three (3) new programs: Ready Gen, Go Math and Foundations. Those programs have been added to our prior programs.

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

None of our programs and services 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.

At P.S. 197, ELLs have equal access to all after school programs and supplemental services offered in the building. Notes are distributed to ELL parents, in their native language, inviting their children to all programs in our building. The following are the programs offered to our ELLs:

- Guidance counselor
- Parent Coordinator
- Physical and occupational therapists
- Speech and language therapists
- Social Worker
- Family Worker
- Psychologist

These programs are available to students in the school. Our after school program takes place three days a week from 3:00 p.m. to 6:00 p.m. in ELA and mathematics (3rd, 4th and 5th grades); Saturday Academy program takes place every Saturday from 9:00 a.m. to 12:00 p.m. in ELA and mathematics (3rd, 4th, and 5th grades); Harlem Children's Zone after school program takes place every day from 3:00 p.m. to 6:00 p.m. in mathematics, ELA, technology, dance, art and homework help. Also, Test Prep for 3rd, 4th and 5th graders on Mondays, Tuesdays and Wednesdays from 3:00 p.m. to 6:00 p.m.

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

Our school utilizes a variety of instructional materials and technology to support language development of all ELLs at all levels. Their instructional materials are:

- Into English, by Addison-Wesley - Levels A, C and E
- English Language Learners - Across the Curriculum, by Stephen A. White - Grades K-5
- Scholastic Reading Skills - Level A-D
- Classroom Leveled Library - Levels A-Q
- Vocabulary Connections - A Content Area Approach - Levels A-F
- Language Handbook, by Steck-Vaughn - Levels A-G
- Comprehension Skills, by Steck-Vaughn - Complete Classroom Library - Levels A-F
- Think-Alongs, by Steck-Vaughn - Levels A-F
- Whole Language Activities for Early Childhood - Big/small books - Level B
- Readers' Theater Script Kits - Grades: 1st- 2nd, 3rd - 4th, 5th - 6th
- Harper Children's Audio - Grades 1st - 2nd , 3rd - 4th
- Classroom in Spanish
- Learning Basic Vocabulary - Grade K
- Making Words - Multilevel, Hands-on, Developmentally Appropriate Spelling by Patricia M. Cunningham and Dorothy P. Hall - Grades 1-3
- Oral Language for Daily Use by Sharon Altena and Jon Leik - Grade 2
- Reading Comprehension - Grades 1-2

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

P.S. 197 does not offer TBE or Dual Language programs. We offer a pull out ESL program. Instruction is conducted in English. In addition, we have instructional materials and technology for levels of English proficiency.

Ells have a choice and are permitted to use their native language with each other, read books in their native language and use bilingual dictionaries for additional support.

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

Ells entitled to ESL service are placed in monolingual classrooms according to their ages and grade levels. These students receive ESL instruction according to their English proficiency levels, ages and grade levels. ELLs acquire and develop English language while meeting their grade and age level standards in core subjects. ELLs are assessed on an ongoing basis with the help of Acuity, ARIS, Fountan and Pinnel, NYS Testing and accountability reporting tool (NYSTART) in ELA and math data to drive teaching goals and instruction.

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.

Our school does not offer activities to assist newly enrolled ELLs before the beginning of the year. New ELLs who have been rolled throughout the school year are engaged in the following activities:

- Newcomer - Accelerating English Language Learning, grades 1st - 5th
- Audio cassetts/CDs
- Big books/small books
- Hands-on activities
- Manipulatives
- Visuals
- Picture books
- Picture dictionaries
- Picture flash card with corresponding words
- Flash cards
- Songs
- TPR (Total Physical Response)
- Drama and role playing activities
- Language Experience stories
- The Children's Response - TPR and Beyond toward Writing
- Rhyming Words
- Graphic organizers, etc.

As such, we conduct orientations with the parents as they enroll their children and after the child is identified as an eligible candidate for English as a Second Language instructional services. P.S. 197 conducts an orientation session to assist all new enrolled students prior to the first day of school. Our parents and students are invited to attend a participate. If translation services are needed, we use the over-the-phone translation services. The ESL teacher and/or paraprofessionals are also available.

18. What language electives are offered to ELLs?

N/A

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)?

N/A

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.

#1. Our school will offer professional development to all monolingual teachers, guidance counselor, paraprofessional, physical & occupational therapists, ESL teacher, special education teachers, psychologist, assistant principal, speech therapist and parent coordinator.

Professional Development:

- ESL in the Mathematics, February 27, 2014 - 3:10 p.m. to 4:00 p.m.
- ESL in ELA, March 27, 2014 - 3:10 p.m. to 4:00 p.m.
- Differentiated Instruction, April 24, 2014 - 3:10 p.m. to 4:00 p.m.
- Scaffolding in the Content Areas, May 22, 2014 - 3:10 p.m. to 4:00 p.m.

#2. P.S. 197 will offer the following professional development for teachers of ELLs including ESL teacher in supporting ELLs in the Common Core Learning Standards.

Professional Development:

- Utilizing ARIS to Drive Instruction, January 30, 2014 - 3:10 p.m. to 4:00 p.m.
- Utilizing Acuity to Drive Instruction, February 13, 2014 - 3:10 p.m. to 4:00 p.m.
- An Introduction to NYSESLAT, April 17, 2014 - 3:10 p.m. to 4:00 p.m.

#3. At P.S. 197, teachers, parent coordinator, ESL teacher and guidance counselor provide parents and students with information about different school helping make the proper placement of those ELL students who transfer from elementary to middle school. Our school also has in place a Career Day program to introduce and familiarize students with different occupations and professions which will help them to make the right choices.

#4. P.S. 197 has in place the minimum 7.5 hours of professional development for the entire staff.

These workshops will be given every school year. In these workshops, teachers are given strategies and support with instruction regarding ELL students. Some of the topics for these workshops are: How to plan differentiated instruction; Understanding the different learning styles of ELLs; How to implement instructional ESL strategies for teaching ELA and mathematics; and Scaffolding in the content areas. In addition, our teachers attend a variety of off-site workshops to promote collaboration between content areas and ESL teachers. These are some of the workshops attended by our teachers. Social Studies and Technology workshop; Differentiated Instruction; Teacher TEam Cabinet; Common Core Learning Standards for ELA and math; Ready Gen and Go Math.

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?

1. ELL parents are very involved in the life of our school. During the school year, P.S. 197 provides meetings for parents focused on instructional issues, such as, assessments, standards, promotional policies, and strategies for them to support children's academic progress. Our parents are involved in our Saturday Academy and related programs. As part of our effort to strengthen the parental involvement, many members of our school community are bilingual and ensure oral and written communication between the school and the home. In addition, a parent handbook has been distributed to parents outlining the translation and interpretation services that we offer.

#2. In our school, the parents of our ELLs have the opportunity to be involved in volunteering, meetings, events and workshops. Our parent coordinator works in collaboration with the ESL teacher to help ESL students and provide ELL parents with the necessary information about the school, events and workshops. The parent coordinator with the ESL teacher informs and invites parents to attend the different workshops, such as: 1) We are New York Project, an organization that works with school communities to support immigrant parents and help them practice conversational English. Parents learn how to access the city's services available to New Yorkers. They will also strengthen their connection to the school and have opportunities to interact with the staff and other parents in a meaningful way. 2) Free English classes for Speakers of Other Languages (ESOL) offers English classes for beginning, intermediate and advanced level students at select libraries in the Bronx, Manhattan and Staten Island in association with the Riverside Language Program. This is offered by The New York Public Library. 3) Hispanic Federation - Taking Hispanic causes to heart. This federation is service-oriented membership organization that works with nearly 100 Latino health and human services agencies to promote the social, political and economic well-being of the Hispanic community.

#3. The needs of ELL parents are evaluated in formal and informal ways through Parent-Teacher conferences, meetings, workshops, school events, PTA meetings and surveys. The parent coordinator, ESL monolingual teachers and administrators listen and have conversations with parents and try to answer their questions and/or concerns. Parents always add valuable information about their children, i.e., background, strengths/weaknesses, behavior and academic work as well as socio-economic situation. We are working cooperatively with parents/guardians. Translation and interpretation services are always available to parents/guardians. For oral and written translation, we utilize the help of our ESL teacher and paraprofessionals.

#4. Parents of ELLs are invited to participate in many activities promoted by P.S. 197. ELL parents are invited to writing celebrations, to celebrate cultural diversity, to participate in College For Every Student. ELLs participate in all school activities, such as, talent shows, skating and field trips. In addition, parents are invited to attend workshops in English presented by the parent coordinator and ESL teacher, accompanied by a translator who speaks their native language. The needs of ELLs' parents are addressed through the information and activities offered to them.

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.

None

Part VI: LAP Assurances

School Name: P.S. 197M**School DBN: 05M197****Signatures of LAP team members certify that the information provided is accurate.**

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Natasha Spann	Principal		11/5/13
Esther Diaz	Assistant Principal		11/5/13
Rolinda Hill	Parent Coordinator		11/5/13
Eliana Fonseca	ESL Teacher		11/5/13
Simone Rios	Parent		11/5/13
Arleen Degraffenreid	Teacher/Subject Area		11/5/13
Dawn Anderson	Teacher/Subject Area		11/5/13
	Coach		11/5/13
	Coach		11/5/13
Raymond Shaw	Guidance Counselor		11/5/13
Lucius Young	Network Leader		11/5/13
	Other		11/5/13

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 05M197 School Name: John B. Russwurm

Cluster: 4 Network: 408

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

Part A: Needs Assessment Findings

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

The Home Language Identification Survey (HLIS) is provided to parents at the moment of the registration. The HLIS is given according to the language spoken by parent(s) or guardians(s). Parents are notified of all the translation services available, such as, the DOE's Translation and Interpretation Unit and over-the-phone interpretation services. We provide the oral and written translation of all documents for parents informing them about their children, workshops, orientation, children's rights, school services available, and all other school functions. In addition, the ESL and five (5) staff members are available for oral and written translation.

For more information look at Part II - #2

The ELL Parent Information Kit (EPIC) documents in other languages are available at the DOE website.
<http://schools.nyc.gov/Academics/ELL/EducatorsResources/Parent+Information.htm>

Translation resources for educators: <http://schools.nyc.gov/Offices/Translation/TipandResources/Default.htm>

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

Based on our school's data, Spanish is the most language requiring oral and written translation. Parent communication in writing is translated internally by our school staff. There are five (5) staff members that provide written translation assistance. For other languages, such as, Arabic, French, Bengali, Urdu, etc., we use the DOE's Translation and Interpretation Unit and over-the-phone interpretation services.

Part B: Strategies and Activities

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

Our CFN is the next tier of translation service. Written notices are translated internally and copied onto the reverse side of the English version before they are sent home. There is always an interpreter available for parents for meetings. The interpreter is usually a staff member. Parents who speak a language other than Spanish are helped by the Translation and Interpretation Unit and over-the-phone interpretation offered by the DOE. All school documents, such as, the Home Language Identification Survey, LAB-R and NYSESLAT results, Parent Orientation, program selection, programs available, The ELL Parent Brochure, Parent Notification Letters, etc., are given to parents(s)/guardian(s) in their native language.

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.

The ESL teacher and five (5) staff members are available for oral and written translation and interpretation services. In addition, the translation and interpretation Unit and the over-the-phone translation offered by the DOE are available to parents. An outside oral interpreter will be hired for all testing days.

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

In response to the Chancellor's Regulations, a parent handbook has been distributed to parents outlining the translation and interpretation services that we offer. (Please see the above website).