



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** P.S. 97  
**DBN (i.e. 01M001):** 11X097  
**Principal:** KATHELEEN BORNKAMP  
**Principal Email:** KBORNKA@SCHOOLS.NYC.GOV  
**Superintendent:** ELIZABETH WHITE  
**Network Leader:** PETRINA PALAZZO

**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
Katheleen Bornkamp	*Principal or Designee	
Sandi Bailey	*UFT Chapter Leader or Designee	
Belinda DiMurro	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Jo-Ann Cautillo	Member/ Teacher	
Alexis Marinaccio	Member/ Teacher	
Matt Bellissimo	Member/ Teacher	
Sharon Walker	Member/ Parent	
Angela Campbell	Member/ Parent	
Grace Conetta	Member/ Parent	
Ralph Romano	Member/ Parent	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

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

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

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

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

## CEP Checklist

### **All Schools**

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

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

## Goal and Action Plan #1

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

### Annual Goal #1

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

By June 2014, all students will increase student performance by 5 percent as indicated by the NYS ELA Assessment in grades 3, 4 and 5.

### Comprehensive Needs Assessment

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

To continue to show growth on the NYS ELA Assessment in grades 3, 4 and 5:

- Grade 3 will go from 33.1% to 35%
- Grade 4 will go from 31.0% to 33%
- Grade 5 will go from 35.5% to 37%

### Instructional Strategies/Activities

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

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

1. Differentiated instruction during Independent Reading
2. Ongoing assessments (pre/post tests)
3. Teacher-created Common Core Learning Units
4. Ready Gen Close Reading, Scaffolded Instruction and Vocabulary Development

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

1. Classroom Teachers
2. Classroom, AIS and RTI Teachers
3. Classroom teachers
4. Classroom teachers

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

1. Benchmarks/ data driven instruction
2. Running Records
3. Standards based assessments
4. Performance on small group tasks

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

1. Daily
2. Monthly
3. At the completion of each unit
4. Daily

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

1. Ready Gen- close reading, scaffolded instruction, vocabulary development
2. Fountas and Pinnell Assessments
3. Read 180- Independent Reading, Guided Instruction
4. Supports and resources from Ready Gen program

### Strategies to Increase Parental Involvement

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

- Provide materials and training to help parents work with their children to improve their math skills
- Provide parents with workshops on the Common Core Learning Standards
- Develop and distribute interest survey to parents regarding future workshops

- Continue communications via data and goal sheets, agendas, email and progress reports

### **Budget and Resource Alignment**

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

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

### **Goal and Action Plan #2**

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

#### **Annual Goal #2**

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

By June 2014, students will increase student performance by 2-3 levels as measured by the Fountas and Pinnell assessment in grades K, 1 and 2

#### **Comprehensive Needs Assessment**

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

Based on last year's analysis of data on student progress, the following goals have been set:

- By June 2014, 75% of students in grade K will show a minimum of 2 levels of growth in Reading as measured by Fountas and Pinnell assessment
- By June 2014, 80% of students in grade 1 will show a minimum of 3 levels of growth in Reading as measure by the Fountas and Pinnell assessment
- By June 2014, 80% of students in grade 2 will show a minimum of 2 levels of growth in reading as measure by the Fountas and Pinnell assessment

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

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

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

1. Differentiated instruction during Independent Reading
2. Ongoing assessments (pre/post tests)
3. Foundations program
4. Extended day for at-risk students during the school day for grades K, 1 and 2 (RTI/AIS)
5. Ready Gen- Vocabulary Development

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

1. Classroom teachers
2. AIS and RTI teachers
3. Classroom teachers, AIS and RTI teachers
4. Classroom teachers and RTI teachers
5. Classroom teachers

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

1. Progress on running records and benchmarks
2. Fountas and Pinnell assessments
3. Foundations unit assessments
4. Conferencing
5. Performance on Reading and Writing Journal activities

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

1. September 2013- June 2014
2. Monthly
3. Ongoing informal/ end of unit assessments
4. Weekly
5. Daily

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

1. Ready Gen- Scaffolded Instruction
2. RTI Program- Fountas and Pinnell Leveled Literacy Intervention
3. Foundations (used as double dose in RTI)
4. Foundations and Fountas and Pinnell Leveled Literacy Intervention
5. Ready Gen Scaffolded Instruction

**Strategies to Increase Parental Involvement**

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

- Provide materials and training to help parents work with their children to improve their reading and writing skills (reading logs, writing supports, book reports)
- Provide parents with workshops on the Common Core Learning Standards
- Develop and distribute interest survey to parents regarding future workshops
- Continue communications via data and goal sheets, agendas, email, progress reports and report cards

**Budget and Resource Alignment**

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

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

**Goal and Action Plan #3**

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

**Annual Goal #3**

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

By June 2014, all students in grades 3, 4 and 5 will increase their mathematical performance by 5 percent based on the NYS Math assessment

**Comprehensive Needs Assessment**

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

To continue to show growth on the NYS Math Assessment in grades 3, 4 and 5:

- Grade 3 will go from 42.5% to 44.5%
- Grade 4 will go from 27.6% to 29%
- Grade 5 will go from 31.0% to 32.5%

**Instructional Strategies/Activities**

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

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

1. Differentiated instruction during small group work
2. Mental Math
3. Technology/ Smartboards
4. Develop Math vocabulary

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

1. Classroom teachers/ Math AIS
2. Classroom teachers/ Math AIS
3. Classroom teachers
4. Classroom teachers/ Math AIS

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

1. Pre/post tests

2. Assessment of answers on wipe off boards
3. Questioning/ Participation during lessons to monitor understanding
4. Teacher generated assessments
<b>D. Timeline for implementation and completion including start and end dates</b>
1. Before and after each topic September – June
2. Daily September – June
3. Daily September – June
4. Weekly
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1. Envisions- reteaching/ practice/ enrichment
2. Tables, Flashcards
3. Envisions interactive lessons
4. Envisions Vocabulary Cards/ Interactive Word Wall

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
<ul style="list-style-type: none"> <li>• Provide materials and training to help parents work with their children to improve their math skills</li> <li>• Provide parents with workshops on the Common Core Learning Standards</li> <li>• Develop and distribute interest survey to parents regarding future workshops</li> <li>• Continue communications via data and goal sheets, agendas, email and progress reports</li> </ul>

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.										

**Goal and Action Plan #4**

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

**Annual Goal #4**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, 75% of students in grades K, 1 and 2 will achieve proficiency in Math levels based on the Math post assessments

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
To continue to show growth and work towards meeting proficiency levels in grades K, 1 and 2 in Mathematics

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
<b>A. Strategies/activities that encompass the needs of identified subgroups</b>
1. Differentiated instruction during small group work
2. Use of manipulatives
3. SmartBoard interactive lessons
<b>B. Key personnel and other resources used to implement each strategy/activity</b>
1. Classroom teachers
2. Classroom teachers
3. Classroom teachers

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

1. Quick checks/ informal observations
2. Questioning and participation during lessons and group work
3. Participation during lessons

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

1. Daily September 2013- June 2014
2. Daily September 2013- June 2014
3. Daily September 2013- June 2014

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

1. Envisions resources (Daily Common Core, Differentiated Lessons and Activities) 2. Daily Common Core, Quick Checks, Topic Openers
2. Envisions manipulatives
3. Envisions interactive activities for SmartBoards

**Strategies to Increase Parental Involvement**

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

- Provide materials and training to help parents work with their children to improve their math skills
- Provide parents with workshops on the Common Core Learning Standards
- Develop and distribute interest survey to parents regarding future workshops
- Continue communications via data and goal sheets, agendas, email and progress reports

**Budget and Resource Alignment**

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

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

**Goal and Action Plan #5**

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

**Annual Goal #5**

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

80% of students with IEPs in grades 3, 4 and 5 will meet promotional criteria

**Comprehensive Needs Assessment**

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

To show that students with IEPs are meeting the CCLS

**Instructional Strategies/Activities**

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

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

1. Differentiation of lessons and activities
2. Small group instruction
3. Manipulatives
4. Smartboard

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

1. Special Education teachers
2. Special Education teachers/ AIS
3. Special Education teachers

4. Special Education teachers
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1. Teacher generated assessments 2. Running records, Performance based assessments 3. Charts, teacher observation 4. SRI (Read 180)
<b>D. Timeline for implementation and completion including start and end dates</b>
1. September 2013- June 2014 2. September 2013- June 2014 3. Daily 4. Daily
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1. Running Records 2. Read 180, Common Core Units 3. Read 180, Envisions 4. Envisions, Read 180

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
<ul style="list-style-type: none"> <li>• Provide materials and training to help parents work with their children to improve their math skills</li> <li>• Provide parents with workshops on the Common Core Learning Standards</li> <li>• Develop and distribute interest survey to parents regarding future workshops</li> <li>• Continue communications via data and goal sheets, agendas, email and progress reports</li> </ul>

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.												
<b>X</b>	<b>Tax Levy</b>		<b>X</b>	<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.												

### Academic Intervention Services (AIS)

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

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	RTI / AIS Foundations Program (K-2) Fountas and Pinnell Leveled Literacy Scholastic Read 180 Close reading Various types of text Interactive Smartboard lessons Word Work	Small group instruction (TIER I) One to one AIS/RTI – (TIER II)	During the school day
<b>Mathematics</b>	AIS Differentiated Activities provided through Envisions Math Program	Small group instruction (TIER I) Extended day AIS/RTI (TIER II)	During the school day
<b>Science</b>	N/A	N/A	N/A
<b>Social Studies</b>	N/A	N/A	N/A
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	At risk counseling	Small group	During the school day

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

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

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

**Title I Status**

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

**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.
Due to the low turnover rate of teachers in our school, all of our teachers are highly qualified. Upon interviewing, all teachers must be certified and provide a demo lesson.

**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).
After carefully selecting the staff, we continue to research and provide professional development session both inside our school as well as at various different institutions to best meet the needs of our staff. As always, we try to accommodate our staff's needs as well as interests.

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

**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.).
Aligned curriculum , Parental Involvement Activities, Kindergarten Orientation

**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.
Teachers give feedback and input to grade leaders and administration on a monthly basis. Teachers create assessments/measures together as a grade based on the needs of the students. After looking at student work and data, teachers are given professional development opportunities.

**TA Schools Only**

**Use of Program Resources**

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

**TA Coordination with the Regular Program**

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

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

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

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

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**Parent Involvement Policy (PIP) Template**

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

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

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

Our school 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**

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

## **I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

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

## **III. Student Responsibilities:**

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

**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 <b>11</b>	Borough <b>Bronx</b>	School Number <b>097</b>
School Name <b>PS 97</b>		

### 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 <b>Katheleen Bornkamp</b>	Assistant Principal <b>Danielle Civitano</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>AnnaMarie Restaino</b>	Guidance Counselor <b>type here</b>
Teacher/Subject Area <b>Mr. Gonzalez</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Susan Mozeson</b>
Related Service Provider <b>type here</b>	Other <b>Amanda Gardner</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>1</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>1</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>1</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>712</b>	Total number of ELLs	<b>31</b>	ELLs as share of total student population (%)	<b>4.35%</b>
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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 #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
Pull-out	1	1	1	1	1	1								6
SELECT ONE														0
<b>Total</b>	1	1	1	1	1	1	0	0	0	0	0	0	0	6

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	31	Newcomers (ELLs receiving service 0-3 years)	28	ELL Students with Disabilities	1
SIFE	0	ELLs receiving service 4-6 years	3	Long-Term (completed 6+ years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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	28	0	5	3	0	1	0	0	0	31
Total	28	0	5	3	0	1	0	0	0	31

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
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

**Dual Language (ELLs/EPs)  
9-12**

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	3	1	0	6	2								14
Chinese														0
Russian														0
Bengali														0
Urdu	1	0	0	2	1	1								5
Arabic	2	2	1	2	1									8
Haitian														0
French			1											1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	2												3
<b>TOTAL</b>	6	7	3	4	8	3	0	0	0	0	0	0	0	31

## 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)	1													1

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	5	2	1								11
Advanced (A)	3	3	2	2	1									11
Total	5	3	4	7	3	1	0	0	0	0	0	0	0	23

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	8	6	6		20
4	5	11	3	2	21
5	3				3
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	7	8	6						21
4	7		9		2		3		21
5	5		2						7
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		1		11		8		21
8									0
NYSAA Bilingual (SWD)									0

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

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

**After reviewing and analyzing the assessment data, answer the following:**

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
PS 97 uses the following assessments, to assess early literacy for the ELLs population: Fountas and Pinnell, running records, and both pre and post tests for units of study. Based on student's results, individual goals are set twice a year with interim benchmarks. We also provide extended day for ELL students three times a week. Students will also receive RTI & AIS services as necessary.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
The ELLs of PS 97 generally acquire listening and speaking skills before attaining a more proficient level in reading and writing. According to data the majority of ELLs who took the NYSESLAT scored at a higher level for speaking and listening than for reading and writing.
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](#))  
Patterns across the NYSESLAT modalities reveal a high level of proficiency in listening and speaking, therefore, instruction will be more concentrated in reading and writing. The spring 2013 NYSESLAT results are not available on the RNMR at this time.
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?a. ELLs are not tested in their home language unless specified. Most ELLs have a higher proficiency in listening and speaking.  
b. Not Applicable- We began administering the ELL Periodic Assessment this year  
c. Not Applicable
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](#).)  
We do not refer beginning or intermediate students because they are receiving extra support in ESL. Students that are advanced or proficient will receive RTI based on a needs assessment. When students are identified and placed in RTI we use Fountas and Pinnell Assessment System as a Universal Screening. This helps us identify students who are in need of academic support. Scores of students who have taken the ELA, acuity are also considered. In the Tier I environment students identified in need of academic support are grouped according to skills needs and/or ability for small group instruction. Teacher monitor progress and document outcomes. Based on the data collected during Tier I, students who are not making adequate progress are discussed at the SIT meeting and there it is determined whether they will move onto Tier II.  
DRA2 is the assessment tool used for screening Tier II. The data collected from this screening will determine the student's placement for Tier II instruction, which includes a smaller group setting 3-5 students, and more targeted instruction. Teachers monitor progress using Fountas and Pinnell Leveled Literacy Intervention System, San Diego Quick Assessment, writing samples, and document outcomes. Based on the data collected during Tier II, students who are not making adequate progress are reviewed and discussed at the SIT meeting and there it is determined whether they will move onto Tier III.  
Screening tools for these students are administered on a case by case basis, depending on the individual needs of the student. Screening tools include but are not limited to Fountas and Pinnell, DRA2, Slosson, Brigance, and San Diego Quick Assessment.
6. How do you make sure that a child's second language development is considered in instructional decisions?  
PS 97 uses books in native languages, multicultural books, glossaries, and dictionaries using ESL methodologies and also stressing vocabulary and developing the vocabulary deeper into meaning by using prefixes, suffixes, synonyms, and antonyms etc...
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?N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
PS 97 evaluates the success of our program by the number of students who have moved up a level or tested out. Fourteen out of forty-one tested out of ESL. Twelve students moved from low intermediate to high intermediate. Thirteen students went from

intermediate to advanced. Basically we are seeing an upward movement in levels as well as testing out.

## 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](#).)
  1. All students that are registered at P.S. 97 receive a Home Language Identification Survey (HLIS) which is included in the registration packet, that is given out by the Pupil Accounting Secretary with the assistance of a pedagogue, who conducts registration. At that time all efforts are made to accommodate parents to fill out the HLIS. Our school makes an effort to provide an interpreter for parents depending on their home language. In other instances there are staff who will assist the parents, for example, a certified Chinese pedagogue, will interpret and also help to reduce frustration for parents and to help them understand and complete all information on the HLIS. The certified ESL pedagogue reviews the survey to determine if a formal Language Assessment Battery Revised (LAB-R) should be administered based on the HLIS. An informal interview will be given to a possible ELL through a series of questions, to determine if the student needs a formal assessment. If the student does not need the assessment, it is coded NO. If the student does need a formal assessment, then the English LAB-R is conducted by a Certified ESL pedagogue within 10 days of the student enrollment. A certified Spanish pedagogue administers the Spanish LAB-R in the Native language for a Spanish Student. As a result of these assessments the students enter the ESL Program and are placed based on the level achieved in the assessment. The combination of the HLIS form as well as the LAB-R assessment is used to determine the eligibility of placement in our free standing ESL Program.
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.
  2. First, an entitlement letter is sent home by the ESL pedagogue, in their native language and also in English (as are all letters that reach out to parents of ELLs). The parent orientation is set within ten days of the student enrollment to the ESL Program. The letter states the time, date and where the orientation will take place, in the ESL classroom. If a parent cannot attend, another date is set suitable to the parent(s). The parent orientation is provided for all new ELLs, which is conducted by the ESL pedagogue. A DVD which contains several languages is viewed by the parents in the native language of the parents who are attending, to provide information about the three available program choices. This supports the parents in making an informed decision that best fits the needs of their children. During the ELL orientation with parents, the parents fill out the parent survey and selection form. We inform parents that if there are 15 students between two grades with the same home language who have selected transitional bilingual, then they will form a class as per State regulations. We keep a record of the parents who have chosen Transitional Bilingual or Dual Language as an option and use this as justification for student placement in the ESL Program. At this point all efforts are made to place students in the program of parents choice. However, the parents overwhelmingly choose our 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](#)].)
  3. To ensure that the parent survey and parent selection forms are filled out properly the ESL Pedagogue has the parents fill it out during the parent orientation. If an issue should arise where a parent cannot attend the parent orientation the ESL pedagogue will call the parent, use an interpreter if need be, and provide all necessary information about all three programs to help the parent make a decision on which program they want to select for their child. The parent will have the opportunity to go on the DOE

website and get the information in their own language and view the DVD which will help in their choice of the three available programs. The ESL teacher sends home the entitlement letters informing parents of their child's score, these letters are sent in the native language and in English on the underside of the native language. During the ESL parent orientation the parent surveys and selection forms are filled out and placement letters are signed by parents, after viewing the video and a question and answer period follows, It is when all parties are satisfied then, the forms are filled out. Original parent survey and selection forms are put into the student cumulative records and a copy goes into the student records in the ESL class.

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.

4. Within the mandated 10 days students are administered the LAB-R and those students who did not meet the cut scores for their grade are placed age appropriate into their grade. Also, within 10 days parents are sent an entitlement letter in their native language along with their child's level in the ESL Program and the notice includes a date for a parent orientation meeting. Parents also receive a letter asking them to bring someone who can translate for them. During the orientation, parents view a video in their native language, which helps the parents make an informed decision as to the choices of three programs available to them, which are ESL, Traditional Bilingual and Dual Language. Afterwards, a question and answer period follows and when parents are satisfied they fill out the parent survey and selection forms. These forms are in the Native Language and also in English. The original parental choice selection form is placed in the students cumulative records and a copy is put into the students file with the ESL teacher. Continued entitlement letters are sent out for those students who did not test out of the NYSESLAT assessment and copies remain in the students file in the ESL class. We also update the ELPC screen in ATS within 20 days .

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.

PS 97 administers all sections of the NYSESLAT to all students each year, by providing one to one ESL pedagogue administering the speaking portion of the test and another trained pedagogue does the grading. The listening portion of the test for grades K-2 is administered teacher and a trained pedagogue in group settings. The reading and writing is also administered by the ESL teacher and a trained pedagogue. The ESL teacher does no score any part of the exams, trained pedagogues do. The testing is done in a comfortable room, with good lighting. Students are separated as to not induce collusion on tests.

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 trend in program choices that parents have selected in the last few years and beyond is the ESL Program. They feel they can support their children in their native language, but place greater emphasis in the their children being fully immersed in English instruction at school

# Part V: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
    - a. The organizational model at PS 97 is an ESL pull-out program conducted by a certified ESL pedagogue.
    - b. PS 97 uses a heterogeneous model
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)?

PS 97 staff ensures that the mandated instructional minutes are met because it is built into the ESL schedule. The students receive the mandated 360 minutes for beginners and intermediate students and 180 minutes for the advanced students. Students who are beginners and Intermediates receive 360 minutes 8 times a week. Students who are Advanced receive 180 minutes 4 times a week

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.

All Instruction is delivered in English and the content areas are supported through the, "Into English Program" by Hampton Brown, and also Rigby's, "On Our Way to English". Various ESL Methodologies such as TPR (Total Physical Response), Content Based ESL Instructional Approach, Cooperative Learning, Language Experience, BICS (Basic Interpersonal Communication Skills) and CALP (Cognitive Academic Language Proficiency), CALLA (Cognitive Academic Language Learning) etc. Some of the ESL Strategies employed are repetition, use of graphic organizers, scaffolding, think-pair-share, pictures, realia, manipulatives etc. also ELA reading and writing strategies. The ESL Program supports Second Language students by utilizing paras who speak the Native Language of the student. The ESL room has books in different languages with its English translation and students are also paired up with other students who speak the same language. The ELL students take content area tests in their Native Language and these scores are comparable to English speaking students.

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

The ESL program evaluates Spanish Speaking students with the Spanish LAB-R and students who take the content area test in their native language except for ELA are compared to the levels of English speaking students.

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

The effectiveness of PS 97 ESL pullout program is meeting the needs of our students because they are receiving more than the mandated minutes of 360 for beginners and intermediates, because our schedule has 50 minute blocks eight times a week and therefore, they are being seen over the 360 minutes. The same applies to the advanced students who also receive the 18- minutes four times a week. PS 97 also as stated above in #9 targeted students are also receiving services in content areas. Students are receiving ESL methodologies in Science through a trained pedagogue who also holds ESL certification. By the number of students who tested out of ESL on the spring 2013 NYSESLAT and the number of students who showed upward mobility on different levels deems our success. They are also receiving after school Title III service to support their education as well as test strategy preparedness during the mandated school day.

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).

Differentiating instruction is based on the Stages of Language Acquisition in conjunction with the Students levels achieved on the LAB-R and the NYSESLAT. PS 97 will continue to focus on content areas creating the necessary differentiation for Beginner, Intermediate and Advanced students to reach grade level competencies on state wide assessments in the content areas. After articulation with classroom teachers it has been determined that active reading skills and strategies necessary for grasping academic language need to be explicitly taught, by moving students to grade level competency in content area learning

a. SIFE students school plan is to give students the initial assessment of the LAB-R and through informal testing and observations we prioritize the students needs and place them accordingly. They are serviced by the ESL pedagogue in a pull-out program. They also receive additional services by the Math and reading AIS. If ESL scheduling permits they will receive an extra period, in addition to the required minutes for their particular level. Scalfolding is used in various degrees depending on the needs of the student.

b. Based on the newcomers needs and how much schooling they have had students are paired with other students who speak the same language to help interpret for understanding. Ells receive instructions through various ESL Methodologies and Strategies as stated above in statement #3 as they are immersed into the program. They are also receiving, AIS instruction with ELA strategies.

c. ELLs receiving 4 to 6 years of service are receiving support from other teaching professionals depending on their instructional level. We review test results and get an item analysis to identify students strengths to focus on areas of growth and push them towards proficiency on the NYSESLAT and other state mandated tests.

d. Same as above 5c. The Long Term ELL students besides receiving their mandated minutes are invited to attend the NYSESLAT test preparation program conducted by a certified ESL pedagogue in the Title III after school program. In addition the SBST conducts an observation to make any needed recommendations to improve and better service the students needs.

e. Teachers of former ELLs will continue to use ELL strategies when working with former ELLs in the classroom. Most former ELLs will receive extended day, where there will be a strong focus on vocabulary.

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?

.For ELL and SWD the Instructional materials we use are Ready Gen, Foundations, and Raz Kids. All ELL students with an IEP are properly placed and are scheduled to receive all mandated services, attendance is taken and noted in SESIS

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?

Our school uses the curricular, instructions and scheduling flexibility to meet the mandated minutes for diverse levels of our students and provide additional periods where necessary. Our students receive ESL in a least restrictive environment in an ESL room separate from their classrooms. They are taught among their peers in a nonjudgemental, safe environment. The ESL classrom has books that are both in the Native Language and English combined. These books are in Spanish, Urdu, Chinese Hindi, Bengali, Arabic, Albanian Japanese and French. These are especially useful for our newcomers. Throughout the school in the classrooms where ESL students are, the "Imagine Learning Program is our main technology program, and it is used to help our ELLs lower their anxiety while learning the English language. In addition, the student's IEP's dictate the needs of the student's academic social and physical needs.

**Courses Taught in Languages Other than English ⓘ**

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			
Social Studies:			

### Courses Taught in Languages Other than English ⓘ

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

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

Math:				
Science:				

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> 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
<b>FOR TBE /DL PROGRAMS:</b> 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%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

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

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.

Targeted intervention programs for ELLs in ELA include extended day instructions, small group instructions and academic intervention services provided by a reading specialist. These programs include but are not limited to the Imagine Learning, Fountas and Pinnell Intervention Series(grades 1-3) and Read 180 (grades 4and 5). Based on data provided from the math assessments, math intervention programs are provided by classroom teachers and an AIS teacher. Science intervention support is provided by classroom and science cluster teachers based on pre and post assessments. Social Studies intervention is provided by classroom teachers based on assessments and project rubrics.

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 PS 97 ESL pullout program is meeting the needs of our students because they are receiving more than the mandated minutes of 36- for beginners and intermediates, because our schedule has 50 minute blocks eight times a week and therefore, they are being seen over the 360 minutes. The same applies to the advanced students who also receive the 18- minutes four times a week. PS 97 also as stated above in #9 targeted students are also receiving services in content areas. Students are receiving ESL methodologies in Science through a trained pedagogue who also holds ESL certification. By the number of students who tested out of ESL on the spring 2013 NYSESLAT and the number of students who showed upward mobility on different levels deems our success.

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

Since we are using the Ready Gen Curriculum, classroom teachers will use the ELL component from the curriculum to reinforce strategies being taught.

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

We will not discontinue any programs however we will incorporate Ready Gen into the program.

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

Parents are informed by the school, via letter, of any after school programs that are available for their children. These programs include Sports and Arts and Title III. Programs being considered for the after school, the Title III program include The Kaplan Testing Program, and The Scott Foresman, Reading Street Program.

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

ELLs are separated into 6 different groups according to their level. Students are able to use computer programs such as: Raz Kids and Imagine Learning to support their learning. Students will also use the ELL component for Ready Gen in their classrooms with their teachers.

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

The Native language is delivered through the use of glossaries, and also pairing students up.

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

Yes, required services support, and resources are differentiated and correspond to ELL's ages and grade level based on IEP recommendations.

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.

Students are paired up with a "buddy" that can assist them throughout the year. We also have books in their Native Language that they can read for enjoyment.

18. What language electives are offered to ELLs?

N/A

19. For schools with dual language programs:

- How much time (%) is the target language used for EPs and ELLs in each grade?
- How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- How is language separated for instruction (time, subject, teacher, theme)?
- What Dual Language model is used (side-by-side, self-contained, other)?
- 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. Ms. Restaino will be asked to attend ongoing ELL professional development provided by the Network throughout the year. She will also receive recommended articles throughout the year, so that she can keep abreast of all ELL updates and changes.

2. During our grade meetings, teachers of ELLs are updated with any important ELL information, changes, deadlines, and new initiatives that will support ELLs as they engage in common core standards. Teachers will also introduce students to glossaries and will allow them to use them in class to assist them in reaching a proficient level.

3. Guidance Counselor will provide pamphlets to parents in their native language, students will visit M.S. 144 for a tour of the school.

Guidance counselors meet with classroom teachers, deans and assistant principals to discuss students' needs.

4. Professional Development is offered by the school with support from the CFN network 606 to the teachers of ELLs. ESL teacher will turnkey the information to the staff to provide teachers who need the mandated 7.5. ESL methodologies are, Bics and Calp, CALLA, Language Experience Approach, etc... The strategies are TPR, Cooperative Learning the use of Graphic organizers, pictures, print, Realia, and the use of hands on to support writing. P.S. 97 will identify the monolingual pedagogues that need to complete 7.5 hours and 10 hours for Special Ed pedagogues when the hours are completed a certificate will be issued by the certified ESL pedagogue The records will be put into the teachers cumulative record and a copy will be kept in the ESL room..

## 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. Parent involvement at our school is conducted by teachers, guidance counselor and outside agencies. Some topics that will be addressed this year include nutrition and health, teaching reading and writing to early elementary students, getting to know the ELA and Math state assessments, parenting skills, and math workshops for the home. Planning is ongoing as parents express their needs. We attempt to have translators available during most parent meetings. If necessary, we use interpretation unit for translating important information to parents. ELL parents also attend several trips with the ESL teacher and at times with their children for educational enrichment.
  2. Partnerships with agencies would include Learning Leaders, Cornell University Extension Program Health and Nutrition series and Dial-a Teacher. Workshops would be on all subjects for all ages and can be during the day or evening.
  3. Surveys would be sent home to parents asking them to check off what workshops they would like to have at our school. Parents would also call the Parent Coordinator or stop by her office with suggestions or information they would like for her to get for them. If parents do not speak English, she uses the over the phone interpretation unit for assistance.
  4. Parents receive surveys to indicate their needs and we arrange parent workshops to accommodate 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.

REPORTS WERE RUN OCT. 22<sup>ND</sup> 2013

## Part VI: LAP Assurances

School Name: PS 97

School DBN: 11X097

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Katheleen Bornkamp	Principal		12/6/13
Danielle Civitano	Assistant Principal		12/6/13
Susan Mozeson	Parent Coordinator		12/6/13
AnnaMarie Restaino	ESL Teacher		12/6/13
	Parent		1/1/01
Mr. Gonzalez/2 <sup>nd</sup> Grade	Teacher/Subject Area		12/6/13
Ms. DeStefano/Science	Teacher/Subject Area		12/6/13
	Coach		1/1/01
	Coach		1/1/01
Heather O'Rourke	Guidance Counselor		12/6/12
	Network Leader		1/1/01
Amanda Gardner	Other <u>ELL Ach. Coach</u>		10/22/13
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

DBN: 11X097 School Name: PS 97

Cluster: 6 Network: 606

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

### **Part A: Needs Assessment Findings**

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

Home Language Surveys and interviews as well as parent requests help us to provide the translational services needed to ensure that all parents are provided with appropriate and timely information in a language they understand. The dominant home language in our school is Spanish. Home Language Surveys are kept on file, along with a copy of the RHLA report in the office. The school community has access to this information so that each staff member can easily identify the necessary translation and interpretation services as appropriate to each family.

The written communication within the school is in different languages and is available in the Parent Coordinator's room. We also use the NYCDOE Translation and Interpretation Unit and over the phone interpretation services during registration, discipline and safety situations, Special Education placement and ELL program selection. We also have numerous staff members that are available to provide oral and written translation to parents in their home language.

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

Based on the RHLA we identified that 42 of our families speak Spanish, making this the most dominant language. However, we make an effort to communicate with all of our families in their Native Language. Teachers and other staff members that have daily communication with families that speak other languages address their needs, concerns and questions in their native language as needed.

## Part B: Strategies and Activities

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

Many of the written communications from the DOE come in students' native languages. Other school memos, resources, and critical documents will be sent home in students' Native Language through the use of NYC DOE Translation Interpretation Unit ( [translations@schools.nyc.gov](mailto:translations@schools.nyc.gov) )

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.

Oral interpretation is provided by numerous staff members that speak another language. The staff member are: School Secretary, ParaProfessionals, Teachers and School Aides. Our school also used the Oral Translation Unit by phone when necessary.

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>.

PS 97 makes an effort to provide oral and written translation of critical documents regarding academic standards (Great Expectations pamphlet), student progress, discipline (Respect for All), and school directories in English and Spanish. All documents, interviews, and videos for English Language Learners' intake and identification are available in a variety of languages, as well.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: PS 97	DBN: 11x097
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 32
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 2
# of certified ESL/Bilingual teachers: 2
# of content area teachers:

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The after school program will be conducted by two ESL Pedagogues. The students are receiving instruction through technology using the "Imagine Learning Program". They will also receive Test Prep for the NYSESLAT test, using "Getting Ready for the NYSESLAT and Beyond," by Attanasio & Associates, Inc. ESL methodologies and strategies are used throughout the school day and in the Title III program. We will be targeting the 3rd, 4th, and 5th grade students. After looking at the results of the NYSESLAT, ELA, Math and Science test we believe the rationale for having the Title III after school program is to focus on the needs of the students in the areas of reading and writing. The students who are "Advanced" will be receiving instructions which are twofold: to become proficient in English by testing out of the NYSESLAT test and to receive a level 3 or 4 on the ELA, Math and Science tests. The students who are "beginners and Intermediates" will also benefit by the after school program as they will also receive instructions in the content areas so they will be able to move up levels in the ESL program and move toward receiving higher levels on the ELA, Math and Science tests.

Topics to be covered

- 1) Test Prep for NYSESLAT listening and speaking.
- 2) Test Prep for reading and writing for NYSESLAT.
- 3) Test Prep ELA Startiges.
- 4) Test Prep for Science and Math Vocabulary.

We will begin the after school program January 2013 and end in April 2013. It will be two times a week, Tuesday and Thursday for one and a half hours a day (2:51pm-4:30pm).

### Part C: Professional Development

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

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

### Part C: Professional Development

Begin description here: Professional Development is conducted by a certified ESL Pedagogue who attends outside Professional Development training by the CFN 606 and turnkeys it to the monolingual teachers. In addition, teachers will have the opportunity to attend ESL workshops whereby, effective ESL methodologies and strategies are conducted during Professional Development days and Faculty conferences. Also a notice will go out to the Monolingual teachers asking them to notify the ESL pedagogue if they have not met their mandated hours. If there are teachers who are identified as not meeting the mandated 7.5 or the required 10 hours for Special Education teachers, this service will be provided by the ESL teacher through workshops and professional study groups. Records of the teachers mandated hours will be kept in the teacher's file in the main office and a copy in the ESL room.

Our rationale as stated above is our basis for our Tile III after school program. In order to meet the needs of our students, we intend to provide support for our classroom teachers in ESL by offering the following sessions:

Session 1: Evaluating English Language Learners work through assessments.

Session 2: Vocabulary Development for ELLs.

Session 3: Second Language Acquisition.

Session 4: Activities for Second Language Acquisition.

Session 5: Reviewing the Reading and Writing section of the NYSESLAT.

The Providers will be Anna Marie Restaino and Jean Distefano.

### Part D: Parental Engagement Activities

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

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

Begin description here: In addition to the mandated activities of the parent orientation during the ELL identification process the parent coordinator provides workshops for all parents in our school, which are scheduled throughout the school year. Flyers are sent home to all parents to inform them of upcoming workshops. Partnerships with agencies would include: Learning Leaders, Cornell University Extension Program Health and Nutrition series and Dial -a- Teacher. Workshops would be on all subjects, for all ages, and are provided during the school day or evening to accommodate working parents also.

Surveys are sent home to parents asking them to check off what workshops they would like to have at our school. Parents can call or stop by the Parent Coordinator's office with suggestions or information

**Part D: Parental Engagement Activities**

they would like the Parent Coordinator to get for them. If parents do not speak English the Parent Coordinator uses the over the phone "Interpretation Unit" for assistance. All parental communications of ELL students are sent home in the Native Language. Parents will be notified by writing of the activities that will be provided. The prowerides will be Anna Marie Restaino and Jean Distefano. The Workshops would take place on March 27th, 2013 , April 23rd,2013 and May 8th, 2013(dates are tentative). Some of the topics will consist of

- Supporting your child with reading strategies - how to read-aloud and ask questions.
- Getting ready for ELA and Math testing.
- Getting ready to take the NYSESLAT .

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		
Travel		
Other		

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<b>TOTAL</b>		