

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

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

School Name: **FOSTER LAURIE**

Principal: **NANCY COLON**

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Elementary School Number (DBN): 17K397
School Type: _____ Grades Served: Pre K- 5
School Address: 490 Fenimore Street Brooklyn, New York
Phone Number: 718-774-5200 Fax: 718-953-4856
School Contact Person: Nancy Colon Email Address: ncolon@schools.nyc.gov
Principal: Nancy Colon
UFT Chapter Leader: Rema Goaring-Thomas
Parents' Association President: Treacia Beckford
SLT Chairperson: Ilona Lawit
Student Representative(s): N/A

District Information

District: 17 Superintendent: Dr. Clarence Ellis
Superintendent's Office Address: 1224 Park Place Room 130
Superintendent's Email Address: Cellis3@schools.nyc.gov
Phone Number: 718-221-4372 Fax: 718-221-4326

Cluster and Network Information

Cluster Number: Cluster 5 Cluster Leader: Debra Maldonado
Network Number: CFN551 Network Leader: Marge Struk

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Nancy Colon	*Principal or Designee	
Rema Goaring-Thomas	*UFT Chapter Leader or Designee	
Treacia Beckford	*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	
Paulette Marshall	Teacher	
Althea Higgins	Teacher	
Susan LaCoste	Teacher	
Judy Moore	Parent	
Barbara Drysdale	Parent	
Candice Cumberbatch	Parent	
Violet Butler	Parent	
	Member/	
	Member/	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

PS 397, located in the Crown Heights section of Brooklyn, is a PreK-5 school. Built in 1975 as an open-space school, it houses 1 pre-k class, 2 Kindergarten classes, 2 first grade classes, 3 second grade classes, 2 third grade classes, 2 fourth grade classes and 2 fifth grade classes. We have 4 ICT classes from grades K-3. Room dividers are used to separate the individual classes. Additionally there is a lunchroom and multipurpose area with an accordion wall in between. The multi-purpose area serves as a school auditorium and gym. There are enclosed rooms used for our Pre-K class, Library and Technology Room. The building's open design was created to support the "Open Education" theory that was popular in the 1970s. All students at PS 397 are heterogeneously grouped.

PS 397's Vision Statement:

The vision of PS 397 is to advocate, nurture, and sustain a school culture and instructional program that is conducive to student learning and to the staff's professional growth. In collaboration with families, community members, and school staff, we will work together to meet every child's academic, social, and emotional needs.

PS 397's Mission Statement:

The mission of PS 397 is to support our vision through collaborative efforts of the school staff, community members and students. Through sound educational practices, students will be empowered to meet and exceed the proposed Common Core Standards. PS 397, lays a foundation for our students to meet with continued academic and social success throughout their middle and high school years of education and beyond.

2. Our school continues to strive toward higher standards for both our staff and students. As a means of reaching this end, several initiatives have been established:

- For the first time in our school's history, we have a full time PreK Class.
- In September 2011, we decided to introduce new reading curriculum that supports the Common Core Standards. After much research we decided to implement the Gheens Literacy Curriculum from Kentucky.
- In September 2012, we looked into a new math program that supports the Common Core Standards. We introduced the "My Math Program" to our staff. This year, we are aligning the My Math pacing calendar with the NYS Common Core Mathematics Curriculum from Engage NY.
- A literacy consultant from our Network (Fordham University) works with our 1st-5th grade teachers to facilitate the implementation of our Literacy Gheen's curriculum.
- The Teaching Matters consultants continue to work with the grades 3-5 on writing through technology and math.
- School leaders have a close team work relationships, speak in one voice-clearly express their vision to teachers.
- In April 2014, our school was highlighted in a New York Times article that addressed a family struggling with the implementation of the Common Core Standards.
- Our teacher teams meet regularly and are working hard to develop our Professional Learning Communities.
- Our school was awarded a CASA (Cultural After-School Adventures) grant for this school year. Four artists in residence will work with our 2nd and 3rd graders on Tuesdays and Wednesdays for a period of ten weeks.

Our biggest challenge for the 2014-15 school year, continues to be our parental involvement. Although much effort has been put into involving parents to stress the importance of academic success, it is still difficult to get the parents to actively participate in their child's education. We also focusing on two areas of our curriculum this year, Mathematics and writing in the content areas.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

An analysis of our NYCDOE School Quality Guide 2013-2014, shows that student progress in Math in Grades 3-5 was 7.7 out of 16.7 possible points which was below our progress in ELA which was 14.9 out of 16.7. For student achievement in Math, we had 19.3% of our students in Levels 3 & 4. We determined that we needed to strengthen and supplement our math curriculum. (Strengths) The My Math curriculum has been implemented for three years. Teachers have been trained by a My Math consultant and use all parts of the CCLS aligned program. Parents have access to My Math on line to use at home with passwords for students to log in. (Needs) Based on our scores, we determined that we needed to fine tune our pacing calendars with modules from the Engage N.Y Mathematics.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June, 2015, all teachers in Grades Pre-K-5 will implement curriculum and modules from Engage Math New York aligned to the school’s My Math Program and CCLS that will result in a 5% growth in student scoring (in Grades 3-5) at/or above proficiency (Levels 3 & 4) in the NYS Math assessment.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 			
1. Establish our PLCs, where all teachers of Grades Pre-K -5 will meet in teams to analyze mathematics data including formative and summative assessments.	Pre-K-5 teachers	Sept. 2014- June 2015	Principal, Asst. Principal, Teacher Team Leaders
2. Teacher teams are modifying the math pacing calendar to ensure that all grades are covering the Engage Math curriculum so that instruction and standards are being addressed.	Teachers	November 2014-June 2015	Principal, Asst. Principal, Teacher Team Leaders
3. School leaders review modules and pacing calendars to ensure the alignment of My Math.	Teachers	November 2014-June 2015	Principal, Asst. Principal, Teacher Team Leaders

4. School leaders and teachers will review results of assessments and plan for differentiated instruction to meet the needs of all students through teacher teams, observation feedback and lesson plans.	Teachers	November 2014-June 2015	Principal, Asst. Principal, Teachers
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

1. Schedule Grade level common preps for planning and teacher team meetings.
2. Utilize the 80 minute Monday Professional Development time to analyze student work to plan next steps and differentiated activities.
3. Provide laptops for all teachers to obtain materials for planning.
4. Math consultant from Teaching Matters will support the teachers and teacher teams.
5. All teachers, students and families will have access to My Math website. Teachers can log in to provide differentiated lessons and students can log in to work from home and practice the skills they are learning.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
Fair Student Funding for Educational Consultants									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

To monitor student progress, a Math pacing calendar has been developed with all the assessments for Grades Pre-K -5. My Math Unit tests will be administered on an ongoing basis as well as the Engage Math mid and final module assessments. All assessments will be recorded in a class sheet where progress (or lack of) will be noted. In February, school leaders and teachers will analyze results of all modules.

Part 6b. Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

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| 3. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 4. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

As delineated in our 2013-2014, school survey we received 13.3 points out of 22 possible points in school culture, 9.3 out of 22 points in structures for improvement and 13.3 out of 22 in the instructional core. Therefore we determined that we would implement a program designed to reduce conflict and create a culture of collaboration.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June, 2015, the school will implement the Peace Builder’s Character Education Program and, as a result, all teachers and students will be empowered with effective strategies to address conflict as evidenced by a decrease of interruptions during instructional time, resulting in a 5% decrease in incidents as reflected in the OORS system.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			
The new school year Open House was well attended by parents, guardians and students. Our Parent Handbook was distributed and the administration went through all the information with the parents in attendance. A question & answer session followed. For our ESL parents, translations were provided by Ms. Monteau (Haitian Creole) and Ms. Colon (Spanish). Parents and students were introduced to the Peace Builder’s Character Education program.	All Parents And students	Sept. 2014 and throughout the year as new students are admitted into our school.	School staff and Administrators, Guidance counselor and Classroom teachers
In September, 2014, Ms. Braithwaite, Guidance Counselor, initiated the school wide Peace Builder’s Pledge by conducting a school wide rally where students role played the different aspects of our pledge. This activity was geared towards identifying school personnel that students can seek for advice, concerns and /or personal issues.	All students	Sept 2014- June 2015	Guidance Counselor, Administrators, office personnel, teachers

Students who are chosen to recite the Peace Builder's pledge are identified as "Peace Builders" by their teachers and/or other school staff. In addition we use To reinforce our school pledge, books addressing character building were purchased for all classes in the school building.	All students	Sept 2014- June 2015	Administration, Guidance Counselor Classroom teachers
Due to our growing Special Ed population and STH families, we have scheduled Professional development sessions to discuss classroom management strategies that may address students living in temporary housing or with Special needs.	All teachers	Sept 2014- June 2015	Administrators, Guidance Counselor, SBST Team

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Purchasing Character Building books, changed prep schedules to accommodate common preps meeting sessions,

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
10. Specify a timeframe for mid-point progress monitoring activities.				
School leaders review anecdotal regularly, Special Ed issues are recorded into SESIS, GC and SW work with at risk students. School leaders observe classrooms regularly to review use of character building books. In February, school leaders will review OORS data and teacher feedback regarding classroom disruptions.				
Part 6b. Complete in February 2015.				
11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
12.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

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| 13. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 14. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

We conducted a self- evaluation of our Teacher Teams. Although we have the structures set Teacher Teams to meet, we needed to re-establish the Grade representation on each team, and to set up a formal procedure for teams to follow. This included: agendas, topics of meetings, work accomplished and next steps. We are looking towards strengthening our development of inquiry as it applies to looking at student work.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, all teachers will participate in weekly Professional Learning Communities, Teacher Team meetings, resulting in increased collaboration, trust, inquiry work, and the development of rigorous instructional modules.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			
Teacher Teams are meeting weekly to analyze and modify curriculum to address needs of all learners.	Teachers	Weekly Sept-June	School leaders, coaches
Teacher leaders are attending Network sponsored PD on Inquiry to be turnkeyed at our school.	Teacher Leaders	Nov.2014- January 2015- 3 sessions	Teachers Network coaches
School leaders are reviewing and monitoring teacher team work to ensure that needs of all learners are being addressed.	Teachers	Nov-June 2015	School leaders, Consultants

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule

adjustments, etc.

We need funds and schedule modifications for teachers to be able to participate in trainings. We need to provide space for all trainings. We work in collaboration with Network staff to achieve goals.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
20. Specify a timeframe for mid-point progress monitoring activities.

We will review agendas and next steps for all Team meetings on a weekly basis. We will review all materials and data generated by Teacher Teams. We will also observe teachers and review lesson plans to ensure that curriculum is being followed in classrooms.

Part 6b. Complete in **February 2015**.

21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
22.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

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| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

After reviewing our Advance data from 2013-2014, we found that we needed to strengthen our time frame for giving feedback and to make sure that feedback is more actionable.

We felt we could impact our teachers, thereby impacting instruction, if we provided our teachers clear and actionable feedback right after each observation. We utilize the classroom visitation tool to focus on the eight components. We follow up on all observations to create a support plan for teachers. We also actively circulate and visit classrooms on a daily basis. Additionally, we model for teachers and staff alternative strategies for resolving student conflict.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, school leaders will establish a culture of professional growth that focuses on instruction, and social/emotional growth that will move student achievement as measured by teacher’s evaluative progress

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
We have a set observation schedule , a large chart was created to keep track of scheduled teacher observations for the school year (2014-2015)	Teachers	October-April	Principal and Asst. Principal
AP and Principal will conduct informal observations together in order to norm results and discuss next steps for selected teachers.	Teachers	Oct-April	Principal and Asst. Principal
We conduct frequent visits to classrooms to model interactions with students	Teachers	Sept-June	Principal and Asst. Principal
Leaders meet with Instructional Leadership Team to share feedback and teacher concerns. Principal and A.P. meet daily to discuss teacher concerns.	Teachers	Oct-April	Principal and Asst. Principal

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Advance website, Danielson Framework, Classroom Visitation Tool, schedule of observations. Level MOTP Detail, MOTP score tracker

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

30. Specify a timeframe for mid-point progress monitoring activities.

Follow up progress on Advance site on a monthly basis. School leaders will review observations to ensure that feedback is actionable and sequential.

Part 6b. Complete in **February 2015**.

31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
-----	----------------------------------------------------------------------------	--	-----	--	----

32. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- | | |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

After analyzing our school survey from 2013-2014, we found that we received low scores in school culture. Additionally, we analyzed our attendance information from parents meeting and found that we needed to enhance our parent engagement activities to attract a larger number of parents.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, the school will deepen its work on creating a welcoming environment for parents and community by offering a wide variety of parent activities which will result in increased parent attendance at meetings and workshops.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
1) Assemblies are planned to celebrate holidays as well as to honor, student of the month and Honor Roll students. Parents are invited to these celebrations to encourage parent involvement.	All students and families	Quarterly for Report Cards	School leaders & Teachers
2) Artists in Residence will facilitate celebrations in their area, through our CASA (Cultural After-School Adventures) grant.	All students and families	Seasonal schedule	Artists in Residence & School leaders
3) We have a Spring Dance Festival involving the entire school community. Parents are invited to encourage community involvement.	All students and families	May- June 2015	
4) The Guidance Counselor conducts a Child Abuse workshop.	All students and families		
5) A Middle School Articulation meeting for parents is conducted by the Asst. Principal.		Fall	
6) Family Night in the Fall and Spring consists of activities designed to bring families together.		Fall & Spring	

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Time and space need to be allocated for each planned activity. Funds need to be allocated to support activities such as refreshments, incentives and materials for parents.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

CASA (Cultural After-School Adventures) grant (\$25,000), Parent Involvement Title I funding.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

40. Specify a timeframe for mid-point progress monitoring activities.

In February 2015, school leaders will review attendance sheets to determine if activities increased parent involvement.

Part 6b. Complete in **February 2015**.

41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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42. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	<ol style="list-style-type: none"> 1. Level 1 Students who attended summer school 2. Level 1 students who did not attend summer school 3. Low level 2s 4. Previous HOs 	Grades 4 & 5 students receive instruction in comprehension using Targeted Reading intervention provided by our RTI teacher.	Small groups of 4-6 students	During the school day
Mathematics	Students are placed in groups using standardized and formative test scores.	We are in the planning stage of grouping students homogeneously in Grades 3-5 for additional math instruction.		January 2015 during the school day.
Science	All students are receiving Science instruction in their classrooms using small group instruction based on assessment data, grade level and, where applicable, IEP information.	Non-fiction text	Small group instruction	During the school day
Social Studies	Using the new scope and sequence, all students are receiving social studies instruction based on assessment data, grade level and, where applicable, IEP information.	Non-fiction text	Small group instruction	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher recommendation, School Leaders & Parental requests	At risk counseling services	Small group and individual	During the school day.

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I
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Part 2: All Title I Schools

2a. 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.

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

Most teachers receive the assignments they request, as teachers who remain on grade become very comfortable and knowledgeable regarding the academic content and expectations of their chosen grade. There are instances where teachers are moved to a new grade, particularly in our inclusion classes, where the Special Ed. Teachers will move to new assignments they are provided extensive professional development and work closely with the consultants in our building. They also work cohesively with their grade level counterparts to enhance the quality and uniformity of instruction.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

There is ongoing professional development provided by administration and external consultants from Fordham University and Teaching Matters. Additionally, a large portion of the staff has attended external professional development sessions regarding the Common Core Standards and the Danielson Framework for Teaching.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

At the beginning of the school year, parents are encouraged to attend an open-house at the school for an overall introduction to the school and the teachers. Additionally, they are invited to meet their child’s teacher in the classroom for a more personalized discussion regarding the expectations for the grade and to answer any questions and listen to parents voice any curiosities or concerns regarding the kindergarten curriculum. As this is the first year of our full day pre-kindergarten. Our pre-k and kindergarten teachers collaborate in teacher team meetings. In the spring we plan to have our pre-k students and families visit our kindergarten to preview next years’ learning environment.

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

There are certain assessments that are mandatory across the testing grades as well as in the lower house. In addition to baseline and benchmark assessments that are administered across the testing grades, teachers decide upon unit assessments as the units of study are completed, to determine mastery or need for further re-instruction. Teachers on grad levels will collaborate regarding assessments to ensure minimal subjectivity and more cohesive instruction. Teacher teams are working to modify instruction.

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$303,551	X	pp. 9-18

Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$88,140	X	pp. 9-18
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	\$1,736,814	X	pp. 9-18

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **PS 397**, 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 the school and the families. The 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 the school community. **PS 397** will support parents and families of Title I students by:

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

PS 397's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. PS 397 will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the 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 PS 397's Parent Teacher Association, as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

PS 397 Foster-Laurie 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 -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;
- 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; Between the November and May Parent Teacher Conferences, parents will be provided with a February Progress Report.
- Developing and distributing a Monthly school newsletter and School Messenger designed to keep parents informed about school activities.
- 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 (SPC)

PS 397, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

PS 397 will provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

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

PS 397 will support home-school relationships and improve communication by:

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

parents each year;

PS 397 will provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member every Tuesday from 2:30-3:30 pm;
- 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;

PS 397 will provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

Part I: School ELL Profile

A. School Information [i](#)

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

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

Principal Ms. Nancy Colon	Assistant Principal Ms. Marie Monteau
Coach type here	Coach type here
ESL Teacher Ms. Deirdre Thorpe	Guidance Counselor Ms. Diane Braithwaite
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Mr. Joseph Caldron
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	347	Total number of ELLs	29	ELLs as share of total student population (%)	8.36%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
self-contained														0
Pull-out	7	2	5	3	5	7								29
Total	7	2	5	3	5	7	0	0	0	0	0	0	0	29

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	29	Newcomers (ELLs receiving service 0-3 years)	25	ELL Students with Disabilities	2
SIFE	0	ELLs receiving service 4-6 years	4	Long-Term (completed 6+ years)	0

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
TBE											0
Dual Language											0
ESL	25	0	2	4	0	0	0	0	0		29

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	25	0	2	4	0	0	0	0	0	29
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	6	1	0	0	2	5								14
Intermediate(I)	0	0	3	1	3	0								7
Advanced (A)	1	1	2	2	0	2								8
Total	7	2	5	3	5	7	0	29						

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3	1	1	0	1	0	0	0	6
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
 Paste response to questions here: ECLAS-2 and Fountas and Pinnell running records to ascertain the student's reading level and fluency. The data indicates that ELLs perform at lower reading levels and have deeper issues with phonemic awareness and comprehension. The information from these assessments help inform the school's instructional plan by highlighting areas of need and attention.

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

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

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

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

Paste response to question here:

4. For each program, answer the following:

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

Paste response to questions here: Almost all of our students take all examinations in English, with the exception of one student who tested for State Math and Science in Creole. As students move up in the grades, the proficiency levels tend to increase. Because the ELLs who use the translated versions of the State exams are new, these exams tend to show lower scores when compared with exams taken in English by ELLs who have been here longer and have been exposed to more of the academic content.

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

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

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Paste response to question here:

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

Paste response to question here: As a freestanding ESL program, the children are only supposed to have 25% of their instruction (as per the graphic organizer contained in this worksheet) in their native language. In our ESL classroom, we have dual language dictionaries that the children have free access to use. Additionally, we have technology programs that provide lessons in dual languages, i.e. Leap Frog and internet-based programs. Instruction via the teacher is provided in English as she is not fluent in any of the languages of our ESL students.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the second (target) language?
- What is the level of language proficiency in the second (target) language for EPs?
- How are EPs performing on State and City Assessments?

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

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

Paste response to question here: We evaluate the success of our ESL programs based on the results garnered from running records, interim assessments (Acuity), NYS examinations, NYSESLAT and overall classroom performance and teacher-generated examinations. Additionally, curricular decisions are made in reference to outcomes relating to data acquired from examinations.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
Paste response to question here: At enrollment, Ms. Thorpe, a qualified pedagogue, administers the HLIS (Home Language Identification Survey) to the parent(s) of the incoming student for the determination of need for the administration of the LAB-R (and Spanish LAB for Spanish-speaking students). This survey is available in nine languages. Additionally, an oral interview in the native tongue of the parent is performed by a school staff member who is fluent in that language. In our school building, we have individuals who are fluent in Spanish, Haitian Creole and Arabic. Based upon the information provided on the HLIS form, a determination of home language is made and if there is a home language other than English, the student is then mandated for LAB-R (Language Assessment Battery-Revised). The LAB-R assessment must be administered within 10-days of enrollment. The assessment is given by Ms. Thorpe, the certified ESL instructor. The assessment provides a level of mastery of English and indicates whether or not the child will be eligible for ESL services. Students who speak Spanish at home and who do not score as proficient are also administered the Spanish LAB.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
Paste response to question here: Parents of students who are mandated to receive ESL services, based on LAB-R/Spanish LAB, will be notified of their child's eligibility via an Entitlement Letter to receive services and will be given options for the three types (Transitional Bilingual Education, Dual Language, Freestanding ESL) of programs available to English Language Learners. This is explained to parents and they are provided a Program and Selection Form to be completed and returned to the school. If the form is not returned promptly (within the week), Ms. Thorpe, ESL teacher will send a reminder letter to the parents and will also make phone contact. If parents need translation services to assist them with the completion of the application, P.S. 397's staff members who converse in Spanish, Haitian Creole and Arabic will be available. We can also provide information via DOE brochures (in native languages) and the DVD available.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
Paste response to question here: If the form is not returned promptly (within the week), Ms. Thorpe, ESL teacher will send a reminder letter to the parents and will also make phone contact. If parents need translation services to assist them with the completion of the application, P.S. 397's staff members who converse in Spanish, Haitian Creole and Arabic will be available. We can also provide information via DOE brochures (in native languages) and the DVD available. If the parents do not return the signed Survey and Program Selection form completed with a program choice, the default will be bilingual education. Once parents have made their decision, and for our school it has, to this day, always been our free-standing ESL program, placement letters are distributed to parents as a verification. All written transmissions between the ESL teacher and parents is maintained in files by the ESL teacher.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
Paste response to question here: At the beginning of the school year, our licensed ESL teacher, Deirdre Thorpe, holds a meeting for parents whereby the DVD is played for them in their language. At P.S. 397, the only program available is a free-standing ESL program. None of our parents have ever opted to not admit their child(ren) to our school for a different program available somewhere else. As new enrollments occur throughout the school year, the same process is followed with the exception of group meetings for viewing of the DVD. Individual viewings happen on an ongoing, as-needed basis. Additionally, the protocol for LAB-R/Spanish LAB continues to be implemented.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
Paste response to question here: In order to determine growth and mastery of the acquisition of English, the NYSESLAT (New York State English as a Second Language Achievement Test) is administered each Spring. The results provide pertinent information as to the specific areas of language acquisition, as well as whether or not continued services in ESL are necessary. Programmatic decisions for the following school year are based on the results. ATS is utilized to follow the performance for NYSESLAT. Analyzing these reports provides information to the ESL teacher for their current students as well as information for transfer students.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
Paste response to question here: Every parent, without exception, has chosen to stay in our freestanding ESL program, which is the

only program we offer. Parents are encouraged to select the kind of program that they prefer, regardless of the fact that we offer only freestanding ESL. This year one parent selected transitional bilingual education, but opted to have their child remain in our school.

Part V: ELL Programming

A. Programming and Scheduling Information

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

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

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

Paste response to questions here: We are able to provide the mandated number of minutes for each student according to their proficiency levels by aligning the ESL instruction with the classroom instruction, so that there is a continuity of curriculum thus allowing the freedom to remove students from the classroom without disturbing their curricular requirements. Beginning and intermediate students receive 360 minutes per week of pull-out instruction. Advanced students receive 180 minutes per week using pull-out instruction. When pulled out of the classroom, students are grouped together by proficiency level using an intergrade approach at times.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Paste response to question here: For our ESL students, it is vital that they have exposure to content-area instruction

using ESL methodology and supportive materials; so that when they are faced with content area examinations they have a basis of understanding. Many content-area textbooks (i.e. social studies and science) come with ESL extension activities for the support of the ELL student. Such textbooks feature alignment with common core standards.

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

Paste response to question here: To ensure students are appropriately evaluated in their native languages, we ask for a comprehensive educational history for newcomers, we administer the Spanish LAB to Spanish speaking students upon arrival. We ensure that students have access to native language versions of all required exams as well as translated content area glossaries. All staff who work with ESL students are notified of these measures.

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

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

6. How do you differentiate instruction for ELL subgroups?

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

Paste response to questions here:

a. Students who have had interrupted formal education have deeper academic needs than students who have received formal instruction in their native languages. Their needs go beyond academic and include social behaviors and school norms so that school assimilation can take place, thus leading toward a greater opportunity for academic success. The SIFE student can benefit from a combined approach that includes some one-on-one instruction to meet their most basic lingual needs, some small group instruction to allow for learning from peers, as well as modeling of appropriate school behaviors. It is important that the teacher's time with the SIFE student is filled with meaningful instruction that includes high-interest/low-level readability literature to attract their attention. It is also pertinent that the teacher distinguishes student strengths from weaknesses and capitalizes on those strengths to build self-esteem and confidence in the SIFE learner.

b. For our students who are newcomers or less than three years in ESL, it is vital that they have exposure to content-area instruction using ESL methodology and supportive materials; so that when they are faced with content area examinations they have a basis of understanding. Many content-area textbooks (i.e. social studies and science) come with ESL extension activities for the support of the ELL student.

c. For our long-term ELL's there is a need firstly to determine the area of greatest weakness. Once the area of greatest weakness has been ascertained, programmatic decisions are based on that information, i.e. teaching strategies to fortify the limited areas through the use of content-area subject matter. For example, if basic phonics appears to be lacking, then instruction based on that deficiency is provided.

d. For ELL students who exceed the 6-year period of service, great attention would be given to the evaluation of the needs of these students. A more extensive look at where the student lacks the most is required to establish if the impasse lies within a specific content area or an English language arts strand, i.e. reading or writing. If the conclusion supports that the problem stems from content area learning then more attention must be given to the vocabulary and structure of that subject area to enhance the learning process. If the weakness is related to reading or writing then consideration must be given to the discovery of a new program that will address that issue. There is another circumstance that needs to be given contemplation when establishing the performance of a beyond 6-year ELL in that there may be the possibility of test anxiety leading to low scoring on standardized exams versus performance in the classroom.

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

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

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

Courses Taught in Languages Other than English 

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

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

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

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

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

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

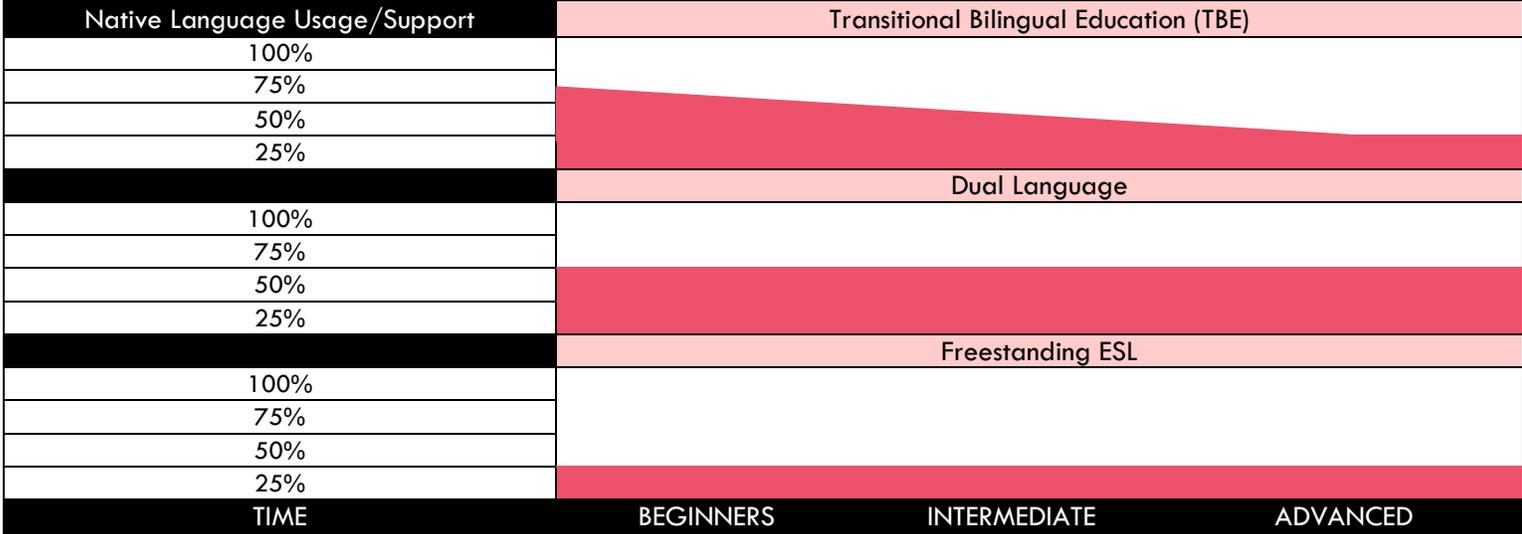
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Paste response to question here: Once the area of greatest weakness has been ascertained, programmatic decisions are based on that information, i.e. teaching strategies to fortify the limited areas through the use of content-area subject matter. For example, if basic phonics appears to be lacking, then instruction based on that deficiency is provided. For our long-term ELL's there is a need firstly to determine the area of greatest weakness. For ELL students who exceed the 6-year period of service, great attention would be given to the evaluation of the needs of these students. A more extensive look at where the student lacks the most is required to establish if the impasse lies within a specific content area or an English language arts strand, i.e. reading or writing. If the conclusion supports that the problem stems from content area learning then more attention must be given to the vocabulary and structure of that subject are to enhance the learning process. If the weakness is related to reading or writing then consideration must be given to the discovery of a new program that will address that issue. There is another circumstance that needs to be given contemplation when establishing the performance of a beyond 6-year ELL in that there may be the possibility of test anxiety leading to low scoring on standardized exams versus performance in the classroom.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Paste response to question here: Our current ESL program uses curriculum and materials which increase language development/ content area knowledge. According to the results of the NYSESLAT over the past few years, our program is very effective. As the ESL students' language skills reach the more advanced levels, they also do very well on state exams.
11. What new programs or improvements will be considered for the upcoming school year?
- Paste response to question here: We plan to keep all staff informed about current issues concerning ESL students through the monthly staff trainings.
12. What programs/services for ELLs will be discontinued and why?
- Paste response to question here: No programs will be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Paste response to question here: Our ESL afterschool program will be held in the spring for about 3 months. It will include hands on, thematic art projects which are combined with literature as we strengthen language skills in listening, speaking, reading and writing. We will include puppet show performances, Smartboard activities and a comprehensive review for the NYSESLAT using student workbooks/ CDs.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Paste response to question here: Instructional programs/materials available to ELLs:
- Rigby's On Our Way To English
 - Rigby's Intervention By Design
 - Leveled libraries consisting of fiction and non-fiction
 - Smartboard
 - Computers
 - Manipulatives consisting of letters and words
 - Variety of dictionaries for second language learners
 - CDs with music, chants, etc.
- Smartboard access
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Paste response to question here: As a freestanding ESL program, the children are only supposed to have 25% of their instruction (as per the graphic organizer contained in this worksheet) in their native language. In our ESL classroom, we have dual language dictionaries that the children have free access to use. Additionally, we have technology programs that provide lessons in dual languages, i.e. Leap Frog and internet-based programs. We also have a small library consisting of books written in both English and our students' home languages, including arabic, Spanish, Chinese and Haitain Creole.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Paste response to question here: Our resources and services support our ELL's needs across the grade levels. The programs we offer are grade specific and age appropriate. Additionally, we utilize content area specific materials while maintaining the methodology used to teach ELLs.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include

activities for new ELLs who enroll throughout the school year.

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

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

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

Paste response to questions here: This question is not applicable to PS 397, as we are a school which offers only freestanding ESL services.

C. Professional Development and Support for School Staff

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

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

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

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

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

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Paste response to questions here: 1. Parent Involvement at P.S. 397 includes an open-house for all parents, an orientation meeting for parents of identified ELLs, as well as opportunities to see their children perform at school and to chaperone during field trips. Parent/Teacher conferences held two times per school year are always an opportunity to keep an open line of communication between the home and the school. Translation services available include both written and verbal translation by members of the staff at PS 397, such as Ms. Colon (Spanish) and Ms. Monteau (Haitian Creole). We may also utilize the Translation and Interpretation Services Unit via phone.

2. We currently do not partner with any CBO's in reference directly with ELL students, but we are exploring this option in great detail in an effort to improve connections between the school and the community for ELL students.

3. We have given consideration to a parent questionnaire in reference to preferred language for written communication. If parents have any other concerns or issues they can always schedule an appointment to meet with the administration, teachers or the ESL provider for clarification and assistance.

4. When parents come to the school for PT conferences they allow themselves the opportunity to ask questions and make suggestions that will assist with the educational needs of their child(ren). When parents participate in field trips they have the chance to build a relationship with the classroom teacher and possibly other chaperoning parents. Workshops are also provided for ESL parents. The workshops are conducted by the ESL teacher and can include any staff member who would like to participate. Parents are also invited to attend any performances that their children are involved in.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		11/6/13
	Assistant Principal		11/6/13
	Parent Coordinator		11/6/13
	ESL Teacher		11/6/13
	Parent		11/6/13
	Teacher/Subject Area		11/6/13
	Teacher/Subject Area		11/6/13
	Coach		11/6/13
	Coach		11/6/13
	Guidance Counselor		11/6/13
	Network Leader		11/6/13
	Other _____		11/6/13
	Other _____		11/6/13
	Other _____		11/6/13

	Other _____		11/6/13
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LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

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

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

In our building we have staff members who speak Spanish, Haitian Creole, French and Arabic. This enables us to meet the oral needs of parents who have difficulties with communication in English.

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

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

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

Based upon the Home Language Identification Survey responses, a master list of parent/home languages will be reserved in the Main Office. The ESL teacher in collaboration with the Principal and Assistant Principal will ensure that parents are informed of all school events, inclusive of all activities during and after the school day. Specified personnel, who are fluent in Spanish, Haitian Creole, French and Arabic will follow up with phone calls as necessary.

The language breakdown is as follows:

12 Haitian Creole

10 Arabic

4 French

3 Spanish

2013-14 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Title III Supplemental services for ELLs

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

Beginners-14

Intermediates-7

Advanced-8

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

Subgroups of students to be served:

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information

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

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

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

Part C: Professional Development

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

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

Begin description here:

Professional Development

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

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

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

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

Part D: Parental Engagement Activities

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

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

Begin description here: Parental Activities

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

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

Schedule and duration: February-May monthly slide show discussions -2nd Thursdays of each month from 3:30-4:30 pm during the afterschool program and during May and June from 3:30-4:30 pm.

Puppet shows will take place on the last Thursdays of March and April (4:30-5:30)

Topics to be covered: Bronx Zoo

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

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

Part E: Budget

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

Allocation Amount: \$ _____

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

Part E: Budget

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

Allocation Amount: \$ _____

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

Part E: Budget

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

Allocation Amount: \$ _____

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