



**2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

DRAFT – PENDING NYSED APPROVAL

DBN: (i.e. 01M001):

05M197

School Name:

JOHN B. RUSSWURM ELEMENTARY SCHOOL

Principal:

NATASHA F. SPANN

School Comprehensive Educational Plan (SCEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan (CEP)

Section 4: SCEP Overview

Section 5: Needs Assessment, Annual Goals and Action Plans

- I. Section 5A Capacity Framework Element - Rigorous Instruction
- II. Section 5B Capacity Framework Element - Supportive Environment
- III. Section 5C Capacity Framework Element - Collaborative Teachers
- IV. Section 5D Capacity Framework Element - Effective School Leadership
- V. Section 5E Capacity Framework Element - Strong Family-Community Ties

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: John B. Russwurm Elementary School School Number (DBN): 05M197
School Level: Elementary Grades Served: Pre-Kindergarten to 5
School Address: 2230 Fifth Avenue, New York, NY 10037
Phone Number: 212-690-5960 Fax: 212-690-5959
School Contact Person: Natasha Spann Email Address: nspann@schools.nyc.gov
Principal: Natasha Spann
UFT Chapter Leader: Conchita Fluitt
Parents' Association President: Donalyn Barthelmy
School Leadership Team
Chairperson: Conchita Fluitt
Student Representative(s): N/A

District Information

District: 05 Superintendent: Gale Reeves
Superintendent's Office Address: _____
Superintendent's Email Address: 425 West 123rd Street, New York, NY 10027
Phone Number: 212-769-7500 Fax: 212-769-7619

Cluster and Network Information

Cluster Number: 04 Cluster Leader: Chris Groll
Network Number: 408 Network Leader: Lucius Young

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 School Comprehensive Educational Plan (SCEP) 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:

- 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*.
- 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.**
- 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)
Natasha F. Spann	*Principal or Designee	
Conchita Fluitt	*UFT Chapter Leader or Designee	
Donalyn Barthelmy	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Latasha Matthews-Hall	Member/Teacher	
Suimani Mills	Member/ Teacher	
Donna Spears-Spivey	Member/Paraprofessional	
Tarshisua Freeman	Member/Title I Parent	
Ivy Coakley	Member/ Parent	
Denise Diaz	Member/ Parent	
Charmain Sanjurjo	Member/ Parent	
	Member/	

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

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

The School 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 SCEP 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 School Comprehensive Educational Plan (SCEP) 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
<ul style="list-style-type: none"> ● 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.
<ul style="list-style-type: none"> ● Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
<ul style="list-style-type: none"> ● 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.
<ul style="list-style-type: none"> ● 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.
<ul style="list-style-type: none"> ● 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.
<ul style="list-style-type: none"> ● 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

administrators value each other.

Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

1. Tenet 1: District Leadership and Capacity
2. Tenet 2: School Leader Practices and Decisions
3. Tenet 3: Curriculum Development and Support
4. Tenet 4: Teacher Practices and Decisions
5. Tenet 5: Student Social and Emotional Developmental Health, and
6. Tenet 6: Family and Community Engagement.

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:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- 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 SCEP Development

School Leadership Teams should engage in the following steps:

- **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.
- **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
- **Step 3:** 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.
- **Step 4:** 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.
- **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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: SCEP Overview

Develop a narrative summary that includes:

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.

School strengths, accomplishments, and challenges.

The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

PS 197M is comprised of over 300 students from prekindergarten through grade 5. The school population consists of 64% Black, 31% Hispanic, 4% White and 1% Asian students. The student body includes 7% English language learners and 20% special education students. Boys account for 53% of the students enrolled and girls account for 47%. Our mission is to reach, challenge and motivate each student by helping them use inquiry and problem-solving as effective methods to approach learning and other lifelong experiences. We will provide a safe and academically enriched environment that fosters excellence. To help us accomplish these efforts, we will promote collaboration among the family, the school and the community.

Our school community's strength lies in our culture of collaboration amongst students, families, teachers, administrators, and community partnering organizations. To support us with our mission, we have established and work to sustain relationships with a variety of Community Based Organizations (CBOs). Some of these CBOs and their support offerings are as follows:

- Bronx Day School Treatment Center – provides counseling services and referral recommendations for parents and students.
- Harlem Children's Zone – provide intervention specialists to work with students in grades K-2 on literacy skills; provide financial support to sustain Common Core Readiness afterschool programs, provide parent skill workshops on the weekends and professional development sessions on various topics for classroom teachers.
- The Dempsey Center - provide counseling for our female guardians from the ages of 18 – 44 and support with contacting any agencies that could potentially help improve the quality of life.
- Healthy School Foods – provide a teacher once per week to conduct literacy enriched lessons on healthy food choices for students in grades 3-5
- Harlem Grown – provide mentors in the school daily to support any students who may need behavioral modification; provide materials and volunteers to support with the upkeep of our recycling program, vegetable garden, indoor hydroponic gardening system; provide groceries monthly to families in need.
- Project Pupil – provide virtual tutors for all grade five students with a focus on mathematics.
- Columbia University (Equity Division) - provides college student tutors for a cohort of grade four and five students with a focus on enhancing reading and writing skills.
- City College - provide college tours for all students three times per year; provide teacher interns
- Touro College – provide special education teacher interns, social worker interns, and professional development for teachers and paraprofessionals.
- Asphalt Green - provide coaches two times per week to support structured physical activities during recess for all students; professional development for selected teachers; workshops for parents

In addition to our own tireless efforts, our partnerships have had a tremendous impact on all facets of our school community. We have experienced significant gains in progress in student achievement, as well as significant gains in the level of approval of families and staff members in the quality of educational experiences being provided to our students. From the 2010-11 school year to the 2011-2012, the number of students showing progress on the New York State English Language Arts and Mathematics exam increased by

16 points according to the annual NYC Progress Report. From the 2011-12 school year to the 2012-13 school year, the number of students show progress increased by an addition 12+ points. The percentage of students suspended each year is less than 3%. The number of parents who are satisfied with our school's Instructional Core, Systems for Improvement and overall School Culture is now 90% and continues to grow according to the annual NYC School Survey.

While we have significant gains in all areas, the challenge that our school continues to be confronted with is the amount of students who live in transient temporary housing and the effect that their circumstances have on both the academic and emotional progress of them as well as their peers. Another constant challenge is the limited amount of resources available through conventional means. While action plans outlined in the 2013-14 SCEP supported our school with achieving positive increases in all DTSDE Tenets, significant success came in Tenets 2, 5, and 6. For the 2014-15 School Year, our school will focus on further enhancements in Curriculum Development and Support (Tenet 3) as well as Teacher Practices and Decisions (Tenet 4) in order to further cultivate student achievement.

05M197 School Information Sheet Key

School Configuration (2014-15)

Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	328	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population		86.7%	% Attendance Rate		89.0%
% Free Lunch		87.1%	% Reduced Lunch		4.0%
% Limited English Proficient		7.6%	% Students with Disabilities		28.1%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native		1.0%	% Black or African American		62.0%
% Hispanic or Latino		31.7%	% Asian or Native Hawaiian/Pacific Islander		0.3%
% White		5.0%	% Multi-Racial		N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)		3.25	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)		9.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.4%	Average Teacher Absences (2013-14)		7.13
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4		12.3%	Mathematics Performance at levels 3 & 4		11.4%
Science Performance at levels 3 & 4 (4th Grade)		52.5%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate		N/A			
Overall NYSED Accountability Status (2014-15)					
Reward			Recognition		
In Good Standing			Local Assistance Plan		
Focus District		X	Focus School Identified by a Focus District		X
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		NO
Hispanic or Latino		NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		NO
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		YES			

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			

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School Configuration (2014-15)

Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	328	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	86.7%	% Attendance Rate			89.0%
% Free Lunch	87.1%	% Reduced Lunch			4.0%
% Limited English Proficient	7.6%	% Students with Disabilities			28.1%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	1.0%	% Black or African American			62.0%
% Hispanic or Latino	31.7%	% Asian or Native Hawaiian/Pacific Islander			0.3%
% White	5.0%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	3.25	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			9.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)			7.13
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	12.3%	Mathematics Performance at levels 3 & 4			11.4%
Science Performance at levels 3 & 4 (4th Grade)	52.5%	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

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School Configuration (2014-15)

Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	328	SIG Recipient	N/A
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Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population		86.7%	% Attendance Rate		89.0%
% Free Lunch		87.1%	% Reduced Lunch		4.0%
% Limited English Proficient		7.6%	% Students with Disabilities		28.1%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native		1.0%	% Black or African American		62.0%
% Hispanic or Latino		31.7%	% Asian or Native Hawaiian/Pacific Islander		0.3%
% White		5.0%	% Multi-Racial		N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)		3.25	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)		9.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.4%	Average Teacher Absences (2013-14)		7.13
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4		12.3%	Mathematics Performance at levels 3 & 4		11.4%
Science Performance at levels 3 & 4 (4th Grade)		52.5%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate		N/A			
Overall NYSED Accountability Status (2014-15)					
Reward			Recognition		
In Good Standing			Local Assistance Plan		
Focus District		X	Focus School Identified by a Focus District		X
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		NO
Hispanic or Latino		NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		NO
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		YES			
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			

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. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	D
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	D
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	D
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	D

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
 - Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (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.
- Our self-rating indicates that all areas in tenet 3 need further development. While there are “pockets of effective practices in each area in our school community, we are collectively working to ensure that across the entire school, instruction is fully aligned to the Common Core and that high expectations are set in every classroom for all learners.
- According to our last Quality Review report, curricular and academic tasks emphasize higher-order skills across grades and subjects; however, the emphasis is inconsistent for English Language Learners and students with disabilities. For tenet 3.4, while administrators and teachers have established and sustained professional learning committees on each grade level, there is still a need to enhance systems and structures within each PLC which will support effective collaborations. For tenet 3.5, administrators and teachers are effective in gathering and analyzing various sources of data. We continue to enhance our practice of utilizing analyses to create enriching learning experiences that will support all subgroups of students with working towards mastery of standards.

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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By July 2015, the number of students performing at or above proficient (levels 3 & 4) on the 2015 New York State Common Core English Language Arts and Mathematics assessments will increase by a minimum of 10%. Additionally, By

June 2015 100% of our student body will have progressed to reading levels as measured by Fountas and Pinnell reading level 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: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • 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). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	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>
iReady, LLI, Great Leaps will be utilized to address the needs of specific students. Network personnel and administrators will provide professional development for the following: a) Utilizing data to formulate a customized learning plan for subgroups of students. b) Creating small-group activities to address the needs of English Language Learners and Students with Disabilities. c) Creating a school-wide progress monitoring system to track all students. D) Creating protocols for examining student work. Teacher Teams will be reorganized to examine particular subgroups of students.	All pedagogues	September 2014 – June 2015	Administrators, Network Achievement Coaches, Consultants
Programs will be developed to target the specific needs of subgroups of students such as: After School Common Core Readiness learning groups, Saturday Academy, and One-to-One tutoring. The Response to Intervention (RTI) Team will be refined to support teachers with strategies for reaching all students. The Team will provide sample activities for each tier level. Additionally, team members will analyze data and monitor the progress of students in order to track progress of students school-wide.	All subgroups of students	August 2014 - August 2015	Administrators, Teachers, RTI Team Members
Provide information, materials and training for parents on the CCLS in literacy at monthly parental involvement discussion groups. Provide parents with information and training (Engage NY, ARIS Parent Link, etc.) to foster a caring and effective home-school partnership ensuring that parents can effectively support and monitor their child’s progress. Provide parents with their child’s Benchmark Reading Level Progress Report 3x per year to keep them updated and informed of student growth.	All families	October 2014 – June 2014	Principal, Assistant, Principal, Teachers, Parent Coordinator
Through various forums, teachers and parents will have the opportunity to engage in collaborative conversations with administrators to discuss progress of students, success of programs, and ideas that could potentially enhance our school community.	Teachers and parents	September 2014 – August 2014	Principal Teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
iReady account for the entire school. Fountas and Pinnell Leveled Library Intervention Program, Great Leaps program. Per Session Funding for Afterschool and Weekend Professional Development. Funding for instructional consultation services. Regularly scheduled Network support visits. Common planning time a minimum of four days per week for each teacher team.

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 I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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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.

- Fountas and Pinnell Assessment Results (Grades K-5). SchoolNet Results (Grades 3-5)
- January 2015 & February 2015 Respectively

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?				

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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. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	E
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	E
5.5	The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (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.

- One of the areas in which our school community continues to flourish is the ability to address the social and emotional needs of our students.
- According to our most recent NYC Learning Environment survey results, over 90% of parents are feel that their children are safe, feel welcomed , and that there are adults that their children can rely on for support. Also, our most recent Quality Review indicates the following: “The school has a structure in place to ensure students are well-known by the school community and to promote the adoption of effective academic and personal behaviors.” A growing concern that our school community does have is our attendance rate, which directly impacts our students’ academic progress. Our student attendance rate for last school year was 89%.

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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, the whole school attendance rate will increase by a minimum of 3% as measured by the school’s Annual Attendance Report.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal	Target Group(s)	Timeline <i>What is the</i>	Key Personnel <i>Who is responsible</i>
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<p>for this Capacity Framework element, including:</p> <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 	<i>Who will be targeted?</i>	<i>start and end date?</i>	<i>for implementing and overseeing the activity/strategy?</i>
Participation in Professional Development sessions offered by CFN 408 Director of Youth Development. Bi-Monthly attendance team meeting. Continuation of the Emotional Crisis Team.	Attendance Team Members	October 2014 – June 2015	Principal, Assistant Principal, Parent Coordinator, Guidance Counselor
Organizing, analyzing and sharing all areas of data utilizing systems such as ATS and ARIS. This will give pertinent formative information to all stake holders and allow them to address the needs of students within the school community and outside. In collaboration with the SBST team, Guidance Counselor, Harlem Renaissance School Clinic Staff, the Parent Coordinator, the PTA they will review disaggregated data to monitor all systems that support student social and emotional health. Effective use of the school attendance team and CFN 408 to address absence and lateness	Families of students with Individual Education Plans (IEPS)	October 2014 – June 2015	Assistant Principal, RTI Team Members, SBST Members, Network Support Personnel
Parents will be invited to monthly attendance assemblies and family incentive field trips sponsored by our community-based organizations.	All Families	October 2014 – June 2015	Parent Coordinator, Guidance Counselor, Principal
Through various forums families and RTI members will have the opportunity to engage in collaborative conversations with administrators to discuss family issues and/or concerns and ideas that could potentially support improved attendance.	Families will students whose attendance is under 90%	October 2014 – June 2015	Social Worker, Guidance Counselor, Parent Coordinator, Assistant Principal, PTA President

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
ATS and other attendance reports to be generated and analyzed. Scheduled meetings of the attendance team, data specialist, CFN 408, and guidance counselor. Ongoing partnerships with assistant principal and guidance counselor to ensure targeted support for at-risk students. Funding for incentives for students and families.

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.													
	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III		P/F Set-aside	X	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:

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.

- Individual, Class, Grade, and Whole School Attendance Data Report
- December 2014, April 2015

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 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. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	D
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	D
4.4	Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	D
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	D

Part 1b. Needs/Areas for Improvement:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
 - Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (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.
- Instructional practices continue to improve in our school community. There are scattered successes within our school community with regard to pedagogical skills. Administrators and pedagogues continue to refine systems and structures to improve student outcomes.
- During our most recent Quality Review, the reviewer concluded that our school needs to strengthen pedagogical strategies that will explicitly model skills and learning outcomes in order for students to be able to engage in higher level thinking and produce meaningful work products. Through engaging teachers in lesson studies, we will focus on tenet 4.2.

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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of classroom pedagogues will demonstrate improvement in component 1e – Designing Coherent Instruction as measured by observable and documented growth provided through observation feedback reports and overall improvement in student work products.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified	Target Group(s) <i>Who will be</i>	Timeline <i>What is</i>	Key Personnel <i>Who is responsible</i>
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<p>goal for this Capacity Framework element, including:</p> <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 	<i>targeted?</i>	<i>the start and end date?</i>	<i>for implementing and overseeing the activity/strategy?</i>
<p>Lesson study cycles will be conducted for each grade level in three phases – planning, teaching, and analysis lead by Network Achievement Coaches, Consultants, Lead Teachers and/or school administrators. Teachers will have the opportunity to collaborate and focus on a specific research question. One member will execute the lesson; however, lessons will be created equally among the grade band of teachers. Focused peer learning walks will be scheduled for identified teachers to observe each other’s practices resulting in collaborative sessions in which teachers discuss problems of practice. Teachers will then work to create a focused plan of action to resolve the problem of practice and increase student achievement. All teachers will engage in learning walks at schools identified as implementing best instructional practices – particularly in planning and preparation.</p>	Classroom Pedagogues, Assistant Principal, Principal	August 2014 – June 2015	Principal, Assistant Principal, Network Personnel, Consultants, Selected Teachers
<p>Administrators will create a trend analysis from observation feedback to determine which areas of instruction need prioritizing and to create cohorts of teachers to address their specific needs. Data meeting will be held with teachers once per semester to discuss the progress of individual students and subgroups of students.</p>	Classroom Pedagogues, Paraprofessionals	October 2014 – June 2015	Principal, Assistant Principal, Network Personnel, Consultants, Selected Teachers
<p>Teachers and paraprofessionals will be expected to host a minimum of two family workshops in which teachers address how they support the needs of all learners. Teachers will be required to share in monthly newsletters curriculum overviews. During School Leadership Team meetings, parents will have the opportunity to ask questions pertaining to instructional practices.</p>	Classroom Pedagogues, Families	September 2014 – June 2015	Principal, Assistant Principal, Selected Teachers
<p>Principal and Assistant principal will meet with teachers three times per year one-on-one to address successes, questions, and/or concerns with regard to their progress of pedagogy.</p>	All Pedagogues	July 2014 – July 2015	Principal, Assistant Principal

Part 4 – Resources Needed

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

- Consistent Network Achievement Coach visits.
- Daily common planning time for teachers.
- Lesson Study Kits for each respective grade level.
- Copies for each teacher and administrator for the selected anchor professional text.

- Per Session funding for teachers to engage in Lesson Study cycles afterschool.
- Per Diem for substitute teachers to cover classes when teachers need collaboration time beyond their daily preparation period.
- General printing supplies for all lesson study and observation feedback resources and duplicating student work products.
- Instructional Consultant

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 I 1003(a)		Title IIA		Title III	X	P/F Set-aside	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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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:

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

- School-produced feedback trend analysis, Advance MOTP Score Tracker, Advance Teacher Level MOTP Detail Report, Selected Student Work Products
- December 2014, March 2015

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

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2.	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 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. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	E
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	E
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (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.

- According to our last Quality Review and our Self Rating, our school's administrators have a fully functional system in place that is aligned to the Annual Professional Performance Review (APPR) to conduct targeted and frequent observations and track progress of instructional practices based on feedback, data, and student work products.
- For the 2014-15 school year, administrators will work to enhance all areas of Tenet 2. Particular attention will be given to 2.5 to ensure continued student progress and teacher growth through professional development.

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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 75% of teachers who were rated Ineffective or Developing in any component will progress one matrix in a minimum of one area as measured by the 2014-15 NYCDOE Advance Rating System.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal	Target Group(s)	Timeline <i>What is the</i>	Key Personnel <i>Who is responsible</i>
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<p>for this Capacity Framework element, including:</p> <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 	<i>Who will be targeted?</i>	<i>start and end date?</i>	<i>for implementing and overseeing the activity/strategy?</i>
<p>The administrative team will visit each classroom at least twice per month and formally observe each teacher according to their Observation Selection option.</p> <p>The administrative team will norm and calibrate the use of the Danielson Framework in order to develop consistency and a common language around its use.</p> <p>The administrative team will provide each teacher with timely feedback of the observation through written feedback, email, and/or one to one meetings.</p> <p>The administrative team will meet weekly to analyze data from classroom observations in order to link school wide professional development plans.</p> <p>Selected teachers will lead a Collaborative Inquiry groups where teacher from each grade level, will work closely with the administration to norm and calibrate the Danielson framework, conduct vertical and horizontal grade level intra-visitations and provide collegial feedback to one another</p>	All Pedagogues	September 2014 to June 2015	Principal, Assistant Principal, District Talent Coach
<p>Observation artifacts will be utilized to design professional development to support teachers with addressing the needs of student subgroups.</p> <p>Student work products will be examined after each observation in collaboration with teachers.</p>	All Pedagogues	September 2014 to June 2015	Principal, Assistant Principal
<p>During scheduled Open House and Family Engagement sessions, families will have the opportunity to observe classroom instruction.</p>	All Pedagogues	September 2014 to June 2015	Principal, Assistant Principal
<p>Principal and assistant principal will email grows and glows to teachers after informal class visits.</p>	All Pedagogues	September 2014 to June 2015	Principal, Assistant Principal

Part 4 – Resources Needed

<p>Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> • Yearly, monthly, weekly observation calendar • Teacher feedback binder, observation schedule and Advance system. • Unit of study and curriculum maps binder, common core standards, sample units and maps, and Advance system. • Danielson framework, teacher schedules, and Google calendar. • Teacher feedback binder and Advance system • Weekly agendas, student work, ARIS videos and study guides, reflection sheets

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.													
	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		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:				
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.			
	<ul style="list-style-type: none"> School-produced feedback trend analysis, Advance MOTP Score Tracker, Advance Teacher Level MOTP Detail Report, Selected Student Work Products December 2014, March 2015 			
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 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. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.	E
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (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.

- Over the last three years, PS 197M has experienced a steady increase in Parental Involvement.
- In order to ensure that this marked increase in Family Engagement continues, our priority will be in 6.3 and 6.4.

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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, in order to implement a cohesive home/school support system to ensure student success, there will be a 10% increase in the average number of parents attending all school events as measured by school’s Parental Involvement Tracking 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) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
3. Research-based instructional programs, professional development, and/or systems and structures needed to			

<p>impact change</p> <p>4. 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).</p> <p>5. Strategies to increase parent involvement and engagement</p> <p>6. Activities that address the Capacity Framework element of Trust</p>			
<p>All Classroom and Specialty Teachers will engage parents in a family workshop relevant to the instructional needs of the students in their charge once per month</p> <p>To implement methods of reciprocal communication between the school and the parent that give the parents access to the same information through four different means of communication: 1) Implementation of School Messenger services to automatically phone parents regarding, attendance, special events, and workshops. 2) - Back-Pack letters home with students; 3) Post information to the school's website; 4) Update school bulletin boards, and signage with all events.</p> <p>Administrators and teachers will collaborate with the Parent Coordinator and PTA to facilitate a series of Parent workshops throughout the year to educate parents about the school, the curriculum, and issues they face as parents: Common Core Learning Standards, Supporting Students at Home, ARIS, Financial Literacy, Healthy Living, Middle School Choices</p> <p>The Principal and Assistant Principal will facilitate month Coffee Conversations with groups of Parents</p> <p>All classrooms will produce a monthly Family Newsletter</p> <p>Each family will receive a monthly school calendar and a weekly classroom homework sheet and curriculum overview</p>	All Families	September 2014 – August 2015	Parent Coordinator, Principal, Assistant Principal, All Pedagogues, Paraprofessionals, Guidance Counselor, Social Worker
<p>Parent Workshops will target the needs of specific subgroups of students. Experts in topics such as Autism, Asthma, Student Achievement and other relevant topics will be invited to provide families with information that will support their children with achieving individual success.</p>	All Families	September 2014 – August 2015	Parent Coordinator, Principal, Assistant Principal, All Pedagogues, Paraprofessionals, Guidance Counselor, Social Worker
<p>Classroom Teachers and Specialty Teachers will be required to submit a calendar of events for Tuesday Family Engagement sessions.</p> <p>One grade specific celebratory event per month will be planned for families to engage in.</p>	All Families	September 2014 – August 2015	Parent Coordinator, Principal, Assistant Principal, All Pedagogues, Paraprofessionals, Guidance Counselor, Social Worker
<p>During two Family Engagement times per month, teachers will have time set aside for any parents who have individual concerns.</p> <p>Administrators will provide opportunities for parents to meet one-to-one on a consistent basis.</p>	All Families	September 2014 – June 2015	Principal, Parent Coordinator

Part 4 – Resources Needed

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

Permits for times beyond regular operational hours for Workshops.
 Schedule of events.
 Snacks for meetings.
 General Supplies needed for creating and duplication communication tools for families.
 Coordination of communication to Community-Based organizations that can provide “experts” for various Parent Workshops.

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.

	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA		Title III		P/F Set-aside	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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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.

Signature Sheets, Agendas, School-Created Surveys, Parent Coordinator Logs
 January 2015

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

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2. 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)	School-Based Periodic Assessment Results New York State Summative Assessment Results Teacher Conference Notes Running Records Results	iReady (Computer-Based Individual Skills Lessons) Guided Reading Guided Writing Hooked on Phonics SETTS Saturday Academy (Common Core Readiness – Reading & Writing)	Targeted small group Instruction One-to One instruction both in class and pull-out	Before school, during the school day, lunch time, afterschool, and weekends.
Mathematics	School-Based Periodic Assessment Results New York State Summative Assessment Results Teacher Conference Notes	iReady (Computer-Based Individual Skills Lessons Guided Math Close Reading for Math SETSS Saturday Academy (Common Core Readiness – Conceptual Understanding, Procedural Fluency)	Targeted Small Group Instruction One-to One instruction both in class and pull-out	Before school, during the school day, lunch time, afterschool, and weekends.
Science	School-Based Assessments	Small Group Instruction Content-Specific Guided Reading and Word Study	Small group instruction	During the school day Afterschool for grade 4
Social Studies	School-Based Assessments	Small Group Instruction Content-Specific Guided Reading and Word Study	Small group instruction	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher and Counselor Anecdotal Records Administrative Observations	Target Clubs (e.g. Social Skills, Coping Strategies, Bereavement, Enrichment)	One-to-One Sessions Individual Sessions Family Sessions	Services will be provided primarily during the school day and after school.

	Parent Referrals	Play Therapy		
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Section 7: Title I Program Information

Directions:

3. All schools must indicate their Title I status in Part 1
4. All elements of the *All Title I Schools* section must be completed in Part 2
5. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3
6. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
7. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
8. 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

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.
<p>Res. It is imperative that we at PS 197M recruit, develop, and retain high-quality teachers to ensure that all children are provided with an adequate education given that researchers, policymakers, and education leaders agree that teacher quality is a vital factor in improving student achievement. Each year, we establish a hiring team that collaborates to recruit, hire, and sustain teachers that have the potential to meet our standards. To ensure that teachers are adequately prepared, PS 197M has formed partnerships with local teacher preparation programs - City College, TOURO College, Teachers College at Columbia University, and Bank Street. We advocate that specific needs—such as working with students with different learning abilities or learning effective classroom management strategies—be addressed while future teachers are enrolled in school. Teaching interns from these learning institutions are then invited to engage in their residencies at our school. It is also through these partnerships that we provide adequate support and preparation to specific groups of teachers. New teachers are sent to professional development series that address topics relevant to 21st century learning. Our Children First Network supports us with the development of our teachers. They work with our administrative team each year to create a thoughtful professional development plan based on the needs of our students. Teachers attend monthly sessions designed to address the instructional expectations of the city and/or state. They also attend weekly sessions customized for their specific needs as it relates to instructional practices. School visits are conducted with teachers in which they are observed and are provided with immediate feedback and an individualized support plan. Progress monitoring ensures that teachers are professionally growing at a pace that will ensure that their performance is up to our high standards. When making assignment decisions for teachers, the demographics of the class as a whole, the learning style of the students, and the current skill-set of the teacher are taking into consideration. All new teachers are assigned a mentor colleague and an administrative mentor. Administrators work with mentors to observe mentees and provide feedback and time-bound next steps using a research-based teacher effectiveness rubric. Based on the goals that new teachers set at the onset of the school year, the effectiveness of the support given is analyzed and an adjustment is made accordingly. Evidence continues to mount that teacher working conditions directly affect the success or failure of efforts to adequately staff schools with demographics such as that of PS 197M. In order to ensure that our school community is equipped to provide an environment in which new teachers can thrive and cultivate a desire to remain a member of our school community, we aim to maintain a collegial staff with a shared teaching philosophy and adequate resources necessary to teach. In addition, we are striving to build a supportive and active parent community. When making assignment decisions for teachers, the demographics of the class as a whole, the learning style of the students, and the current skill-set of the teacher are taking into consideration.</p>

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).
<p>At the onset of the school year, all administrators, teachers, paraprofessionals, school aides, and school based-support team members will submit a minimum of two professional goals. A professional development plan will be created based on those goals and student data from the prior school year. The professional development plan will outline specific dates</p>

of session, specific dates of progress monitoring, interim benchmarks. The professional development will be refined throughout the year based on trends in feedback from observations. Cohorts of teachers with similar needs will be created to customize workshops. Our supporting Children First Network will provide job-embedded work around the Framework for Teachers. Our assigned Talent Coach will support administrators with norming observation practices to ensure that targeted feedback given to teachers is standardized

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

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).

N/A

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.).

This year we acquired an additional pre-kindergarten classroom. Our expectation is that both Pre-Kindergarten teachers in conjunction with the Kindergarten teachers serve together on a vertical articulation team. During their sessions, the focus is on analyzing student work at the Kindergarten level and refining academic activities and instructional practices to improve foundational skills. Teachers focus on Common Core aligned performance tasks that require students to apply sophisticated skills. Simultaneously, the Pre-kindergarten teachers analyze results from administered Common Core tasks and determine what skills are necessary to focus on so that students entering kindergarten have the necessary prerequisite skills to successfully master standards at the kindergarten level. Administrators and the Pre-K Social Worker will collaborate to arrange targeted inter-visitation sessions with other Pre-K classrooms in NYC identified as implementing best practices. At the start of the final school semester (March), Kindergarten teachers instruct pre-kindergarten students for 30 minutes, two times per week. Parent workshops conducted u the school's early childhood psychologist focus on transitioning to elementary school. Kindergarten teachers facilitate activities for parents to participate in and they present expectations for Kindergarten students. Additionally, community Day Care Centers and Head start programs are invited to bring their classes to our school for open house. The school psychologist, in conjunction with the School-Based support team conduct observations for students zoned to our school that have been identified as needing support services. Parents of these students are introduced to the various service providers who with our students. Our family worker retrieves and maintains all records for incoming students adhering to the calendar created by our school.

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.

One representative from each grade level will participate in a Teacher Cabinet. The purpose of the Cabinet will be to collaborate with administrators to select, assess, analyze and refine the curriculum, assessments and other supplementary programs. The Cabinet went through a series of professional development sessions in which they were guided through mock sessions of conducting teacher team meetings. They learned various protocols they could potentially use to structure looking at student work and formative assessment data. Once per month the Teacher Cabinet meets with the Administrative Cabinet to review student progress towards interim benchmarks and to collectively decide if implementation of the curriculum and assessments are successful or whether or not adjustments need to be made with the goal of continuously improvement student achievement. Teachers and administrators will utilize the progress monitoring tool adopted by the school to determine the effectiveness of the cabinet

and make adjustments when necessary.

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 (SCEP) 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	18,000	X	pp.11, 17, 19, 23
Title I School Improvement 1003(a)	Federal	N/A	N/A	N/A
Title I Priority and Focus School Improvement Funds	Federal	68656	X	pp.11, 17, 19, 23
Title II, Part A	Federal	N/A	N/A	N/A
Title III, Part A	Federal	N/A	N/A	N/A
Title III, Immigrant	Federal	N/A	N/A	N/A
Tax Levy (FSF)	Local	18,796	X	pp. 11, 17

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 9: 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 SCEP 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. **Public School 197M**, 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. PS 197M'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. Our 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 197M** 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 197M's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of 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 the school'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 and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator 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;

The school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;

- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC) Template

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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-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 05	Borough Manhattan	School Number 197
School Name John B. Russwurm		

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 Natasha Spann	Assistant Principal Esther Diaz
Coach None	Coach None
ESL Teacher Eliana Fonseca	Guidance Counselor Raymond Shaw
Teacher/Subject Area type here	Parent Simone Rios, PTA President
Teacher/Subject Area Arleen Degraffenreid/CB	Parent Coordinator Rolinda Hill
Related Service Provider Dawn Anderson	Other type here
Network Leader(Only if working with the LAP team) Lucius Young	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	309	Total number of ELLs	24	ELLs as share of total student population (%)	7.77%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0								0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0								0
Freestanding ESL														
Pull-out	5	5	1	4	6	3								24
SELECT ONE	0	0	0	0	0	0								0
Total	5	5	1	4	6	3	0	0	0	0	0	0	0	24

B. ELL Years of Service and Programs

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

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

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	18	0	0	6	0	1	0	0	0	24
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE	0	0	0	0	0	0								0
SELECT ONE	0	0	0	0	0	0								0
SELECT ONE	0	0	0	0	0	0								0
TOTAL	0	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	0	0	0	0	0	0	0	0	0	0							0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0							0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0							0	0
TOTAL	0	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	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
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): <u>0</u>	Number of third language speakers: <u>0</u>	
Ethnic breakdown of EPs (Number):		
African-American: <u>0</u>	Asian: <u>0</u>	Hispanic/Latino: <u>0</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u>	Other: <u>0</u>

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	2	2		1	1	1								7
Intermediate(I)	1	2		2	3	1								9
Advanced (A)	2	1	1	1	2	1								8
Total	5	5	1	4	6	3	0	24						

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
ELLs are assessed on an ongoing basis with School Net-Periodic Assessments, STAR Reading & Math, Fountas and Pinnel, Common Core tests, teachers' assessments, and observation data to drive teaching goals and instruction. The reading assessment data shows that most ELLs are reading below level. The ESL teacher instructs ELL according to their language needs. The teacher develops instruction

using ESL methodologies, strategies and differentiated instruction, reading strategies.

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

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

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

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

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

4. For each program, answer the following:

- 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?

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

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

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

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

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

Once teachers have done assessments, they come up with individualized instruction and support. One type of instruction done in each classroom is small groups. Within these small groups, the teachers meet with their students and work on a variety of skills such as phonemic awareness, decoding skills, and comprehension skills which are differentiated based on the students' needs. A second support that is done within the classrooms is that teachers introduce vocabulary words within tier 1, 2, and 3. Our Ready Gen literacy curriculum, writing, Go Math and other content areas provide tier work in all three levels to promote language development. Lastly, the tools used to guide instruction are as follows: ELA, Math State Exam, whole group rigorous curriculum throughout the content areas, small groups, differentiated instruction, teachers aligning the Common Core Learning Standards to the curriculum, running records, Foundations and teacher conferencing that are used to guide instruction, monitoring of individual instruction and support which are ongoing.

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

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

our school is totally aligned with the parents' request. In addition, we analyze the assessment data available to drive instruction..

7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

#7a. N/A
#7b. N/A
#7c. N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

The success of our program for our ELL population is evaluated by the movement within the NYSESLAT and State standardized tests.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

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

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

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

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

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

the exam.

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

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

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

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

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

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

To ensure that ELLs take the four (4) modalities of the NYSESLAT exam, the ESL teacher orders the exam and makes a schedule of

the date, time, duration and the test that will be taken each day. Also, letters and schedules of the exams are sent home to inform parents/guardians about the upcoming exam. These letters and schedules are sent out to parents/guardians one (1) month before the exam.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
- The program models offered at our school is aligned with parents'/guardians' request. To build alignment between parent choice and program offerings, we provide detailed information about the program and explain the benefits of choosing the program of their choice for their children. Because of the low number of ELL propulation (24 ELLs) at P.S. 197, Freestanding ESL is the only program offered. The Parent Survey choice letters are used as data in placing the ELLs in the appropriate program. The program model at our school is totally aligned with the parents' request.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))
- What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
- #1a. P.S. 197 offers a Freestanding pull-out English as a Second Language (ESL) program. The language of instruction is English. Our ESL program consists of ELLs whose parents/guardians opted for ESL classes. This program services students daily as part of their language development and academic instruction. These students receive the following services: ELLs who are at the beginning and intermediate levels of English proficiency receive 360 minutes of ESL instruction per week. ELLs who are at the advanced level of English proficiency receive 180 minutes of ESL instruction.
- #1b. The program services students daily as part of their language development and academic instruction. The certified ESL teacher provides ESL instruction out of their class setting and some students are grouped by mixed proficiency levels (heterogeneous model) while others are grouped by the same proficiency levels in the same class (homogeneous model). These ELLs are grouped within age parameters.

The program helps ELL students achieve proficiency and attain the standards established for all students for a grade promotion and graduation. The primary goal of this program is to assist students in achieving English Language proficiency within three years. Also, the goal is to amplify the literacy and academic skills of ELLs who participate in this program and to incorporate recognized and researched based ESL instructional strategies across content subject areas and to give students the skills to perform at city and state grade level in all subject areas. The school directly provides or makes referrals to appropriate support services that may be needed by ELL students in order to achieve and maintain satisfactory levels of academic performance.

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

#2a. Organization of our staff ensures that the mandated number of instructional minutes is provided according to the proficiency levels in our ESL classes. The schedule of our ESL students is provided to our principal who approves it. In compliance with CR Part 154, all our students depending on their proficiency level receive from 180 minutes to 360 minutes a week of ESL. All beginners and intermediate students receive 360 minutes of ESL instruction per week, and advanced students receive 180 minutes. Students are grouped by language fluency within age parameters. The program serves all students with limited English proficiency (LEP) until they achieve proficiency in the English language. All ELLs receive five periods of ELA every day, 450 minutes per week. One period of mathematics every day, which totals 450 minutes per week. Five periods of 45 minutes of Social Studies and science per week. Technology, two periods of 45 minutes per week. Gymnasium, one period of 45 minutes per week. Gymnasium classes are also attended by most students twice a week. Health classes, one period of 45 minutes a week according to the grade. Note: P.S. 197 does not have courses taught in languages other than English.

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

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

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

English language Arts Area

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

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

Mathematics Content Area

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

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

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

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

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

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

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

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

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

N/A

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

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

6. How do you differentiate instruction for ELL subgroups?

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

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

Our school will provide Academic Intervention Services (AIS) as an extension of the regular school program and in a pull-out ESL service. Identified SIFE students will receive the appropriate number of mandated ESL instructional units. Assessments and teacher observations will be used to target skills and plan appropriate instruction. This program will consist of a team of teachers gathered together to design and implement units of study that are aligned to the CCLS and the curriculum.

This will be based on the concepts of literacy and academic development. Students will be working on the following skills: Literacy, listening, writing (in all content areas), phonemic awareness and decoding skills. This will be done through hands-on experience, technology, whole group and small group instruction along with small peer work to promote critical thinking skills and language development.

SIFE students' social and psychological needs to be met. Parents of SIFE students will receive orientation as needed. Consistency and support will be the driving force for all SIFE students to become successful and acquire English proficiency.

This program consists of:

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

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

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

- Books; Newcomer - Accelerating English Language Learning by Scott Foresman - Grades: 1-5
- An informal student orientation
- Buddy system identifying a similar student in his/her class that will assist during the day
- Encourage students to participate in the Saturday Program, Extended Day Program and After School activities

- An informal assessment is provided to identify possible Academic Intervention programs
- Home school communication
- Audiocassetts/CDs
- Literature (big books, little books)
- Charts
- Manipulatives
- Picture books
- Graphic organizers
- Teacher's guide
- Program workbooks (logs)
- Sample parent letters
- Assessment materials
- Staff development section of teacher's guide
- Songs and charts
- Drama and role playing activities
- Poetry

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

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

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

Plan for Long Term ELLs

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

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

following components: Visual, literature, logbooks, audiocassettes, manipulatives, technology, ESL library and activity books.

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

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

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

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

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

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

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

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

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

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

- graphic organizers
- visuals

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

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

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

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

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

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

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

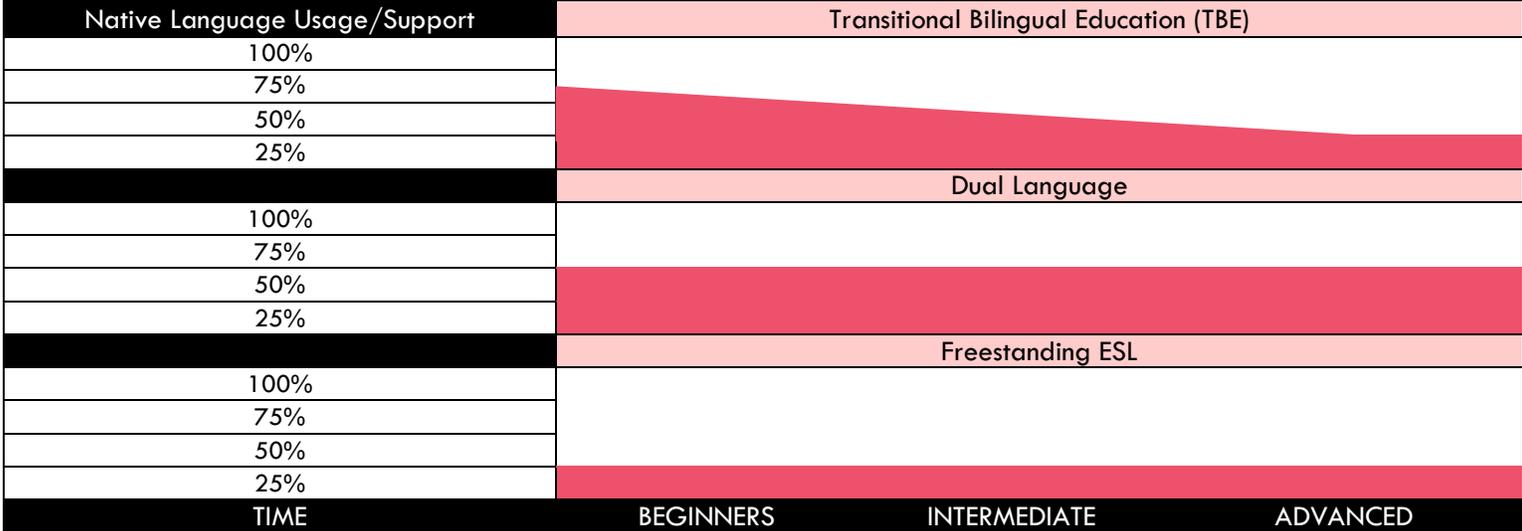
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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.

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

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

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

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

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

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

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

to discuss student performance, progress, weakness and strength. The ESL teacher is often evaluating students to make sure that their language development needs are being met. Regular classroom teachers are informed that they will have ELLs sitting in their classrooms. The ESL teacher meets with them to talk about each ELL level of English proficiency and needs..

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

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

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

None of our programs and services will be discontinued.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

18. What language electives are offered to ELLs?

N/A

19. For schools with dual language programs:

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

N/A

C. Professional Development and Support for School Staff

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

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

Professional Development:

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

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

Professional Development:

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

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

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

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

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. ELL parents are very involved in the life of our school. During the school year, P.S. 197 provides meetings for parents focused on instructional issues, such as, assessments, standards, promotional policies, and strategies for them to support children's academic progress. Our parents are involved in our Saturday Academy and related programs. As part of our effort to strengthen the parental involvement, many members of our school community are bilingual and ensure oral and written communication between the school and the home. In addition, a parent handbook has been distributed to parents outlining the translation and interpretation services that we offer.
 - #2. In our school, the parents of our ELLs have the opportunity to be involved in volunteering, meetings, events and workshops. Our parent coordinator works in collaboration with the ESL teacher to help ESL students and provide ELL parents with the necessary information about the school, events and workshops. The parent coordinator with the ESL teacher informs and invites parents to attend the different workshops, such as: 1) We are New York Project, an organization that works with school communities to support immigrant parents and help them practice conversational English. Parents learn how to access the city's services available to New Yorkers. They will also strengthen their connection to the school and have opportunities to interact with the staff and other parents in a meaningful way. 2) Free English classes for Speakers of Other Languages (ESOL) offers English classes for beginning, intermediate and advanced level students at select libraries in the Bronx, Manhattan and Staten Island in association with the Riverside Language Program. This is offered by The New York Public Library. 3) Hispanic Federation - Taking Hispanic causes to heart. This federation is service-oriented membership organization that works with nearly 100 Latino health and human services agencies to promote the social, political and economic well-being of the Hispanic community.
 - #3. The needs of ELL parents are evaluated in formal and informal ways through Parent-Teacher conferences, meetings, workshops, school events, PTA meetings and surveys. The parent coordinator, ESL monolingual teachers and administrators listen and have conversations with parents and try to answer their questions and/or concerns. Parents always add valuable information about their children, i.e., background, strengths/weaknesses, behavior and academic work as well as socio-economic situation. We are working cooperatively with parents/guardians. Translation and interpretation services are always available to parents/guardians. For oral and written translation, we utilize the help of our ESL teacher and paraprofessionals.
 - #4. Parents of ELLs are invited to participate in many activities promoted by P.S. 197. ELL parents are invited to writing celebrations, to celebrate cultural diversity, to participate in College For Every Student. ELLs participate in all school activities, such as, talent shows, skating and field trips. In addition, parents are invited to attend workshops in English presented by the parent coordinator and ESL teacher, accompanied by a translator who speaks their native language. The needs of ELLs' parents are addressed through the information and activities offered to them.

E. Additional Information

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

None

Part VI: LAP Assurances

School Name: P.S. 197M

School DBN: 05M197

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 05M197 School Name: John B. Russwurm

Cluster: 4 Network: 408

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

Part A: Needs Assessment Findings

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

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

For more information look at Part II - #2

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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