



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):	05M197
School Name:	P.S. 197 JOHN B. RUSSWURM
Principal:	NATASHA SPANN

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: John B. Russwurm Elementary School School Number (DBN): 05M197
Grades Served: Pre-K to 5
School Address: 2230 Fifth Avenue
Phone Number: (212) 690-5960 Fax: (21) 690-5959
School Contact Person: N. Spann Email Address: nspann@schools.nyc.gov
Principal: Natasha F. Spann
UFT Chapter Leader: Conchita Fluitt
Parents' Association President: Aisha Malone
SLT Chairperson: Conchita Fluitt
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Keisha Phillip Lowman
Student Representative(s): N/A
N/A

District Information

District: 05 Superintendent: Gale Reeves
Superintendent's Office Address: 425 West 123rd Street, New York, NY
Superintendent's Email Address: greeves@schools.nyc.gov
Phone Number: (212) 769-7500 Fax: (212) 769-7619

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Yuet Chu
Director's Office Address: 333 Seventh Avenue, New York, NY 10001
Director's Email Address: ychu@schools.nyc.gov
Phone Number: (917) 705-5856 Fax: (212) 356-7546

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 that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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 Spann	*Principal or Designee	
Conchita Fluitt	*UFT Chapter Leader or Designee	
Aisha Malone	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative (staff), if applicable	
Keisha Lowman	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Ronald Foster	CBO Representative, if applicable	
Suimani Mills	Member/ Teacher	
Latasha Hall	Member/ Teacher	
Rony Delerme	Member/Teacher	
Shaquin Broughton	Member/ Parent	
Donalyn Barthelmy	Member/Parent	
Charmain Sanjuor	Member/Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

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

The School Comprehensive Educational Plan (SCEP) 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 SCEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City’s Public Schools and All of Our Students*.

The Framework for Great Schools and SCEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

The Six Elements of the Framework for Great Schools

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.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

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.

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 Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

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:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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 3:** 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 most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.
- **Step 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

John B. Russwurm Elementary School is comprised of 320 students from prekindergarten through grade 5. The school population consists of 65% Black, 31% Hispanic, 3% 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. Three of our major community-based partners are Harlem Children's Zone, Harlem Grown, and Time-In Art. Our school has 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. A challenge that continues to confront our school 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. Two elements of the Framework for Great Schools in which we have made great strides are establishing and sustaining a Supportive Environment , as well as Strong Family and Community Ties . Students are made to feel instructionally safe, as well as emotionally safe. Teachers are willing to take risks through introducing new and innovative ideas to support students. Families feel at home in our school. One sub group of students that we will continue to provide additional supports to are our Students With Disabilities. While action plans outlined in the 2014-15 SCEP supported our school with achieving positive increases in all elements of the Framework, we continue to seek ways to improve the quality of instruction and collaborative culture. For the 2015-16 school year, we will focus on Rigorous Instruction and Collaboration among Teachers .

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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 ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	D
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	D
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	E
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. <p>A core group of teachers will engage in professional learning sessions in which they will be trained to facilitate teacher teams. Teacher Teams will be reorganized to examine particular subgroups of students. Administrators will provide professional learning experiences for the following: a) Utilizing data to formulate a customized learning plan for subgroups of students. b) Creating tiered 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 d) strategies that will support meaningful classroom discussions</p> <p>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</p> <p>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.</p>		

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By July 2016, there will be a 5% increase in the number of students performing at or above proficient (levels 3 & 4) on the 2016 New York State Common Core English Language Arts and Mathematics assessments.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Common Core Clinics, iReady, and LLI, will be utilized to address the needs of specific students. Manhattan Borough Field</p>	<p>All pedagogues</p>	<p>July – May 2016</p>	<p>Principal, Assistant Principal, Manhattan Borough Field Office Personnel, District Talent Coach, Consultant</p>

<p>support 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.</p>			
<p>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.</p>	<p>Identified Subgroups of Students</p>	<p>September 2015 – June 2016</p>	<p>Administrators, Teachers, RTI Team Members</p>
<p>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</p>	<p>All families</p>	<p>August 2015 – June 2016</p>	<p>Parent Coordinator, Administrators , Teachers, Paraprofessionals</p>

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. 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.			

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Common Planning time will be delegated in the overall schedule for teachers daily to support meeting in Teacher Teams. Data conferences will be held with each classroom teacher and grade band to discuss trends as well as individual student progress.											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA	X	P/F Set-aside		21 st Century	X	C4E
X	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016 there will be a 3% increase of students at proficiency based on SchoolNet Results (Grades 3-5).
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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 leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	E
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	E
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. <p>◆ Addressing the social and emotional needs of our students is an area in which our school community continues to flourish. According to our most recent School Quality Report, particularly the Learning Environment portion, 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%.</p>		

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools –Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2016, the whole school attendance rate will increase by a minimum of 2% as measured by the school’s Annual Attendance Report.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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). • Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Professional Learning sessions offered by the Manhattan Borough Field Office point personnel. Bi-Monthly attendance team meeting. Implementation strategies from the PBIS Team such as monthly attendance awards assemblies.</p>	<p>Attendance Team Members</p>	<p>September 2015 – December 2015 Ongoing</p>	<p>Principal, Assistant Principal, Parent Coordinator, Guidance Counselor</p>
<p>Organizing, analyzing and sharing all areas of data utilizing systems such as ATS . This will give pertinent</p>	<p>All students in Temporary Housing, Families of students with Individual Education</p>	<p>October 2015 – July 2016</p>	<p>Assistant Principal, RTI Team Members, SBST Members</p>

<p>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. The attendance team will monitor students with more 20 absences in the prior school year twice per month utilizing the various ATS reports. During weekly attendance meetings, the team will utilize all data sources such as the i-logs to provide interventions for target students. The attendance team holds monthly attendance reward assemblies and quarterly family breakfast celebrations for families with distinguished attendance records.</p>	<p>Plans (IEPS), Identifies Sub0groups of students</p>		
<p>Purchase and utilize kinvolved software. Hold workshop to inform parents of the software and demonstrate its capacity. Parents will be invited to monthly attendance assemblies and family incentive field trips sponsored by our community-based organizations. Monthly attendance town hall assemblies will be held. Through various forums families and RTI members will have the opportunity to engage in collaborative conversations with</p>	<p>All Families</p>	<p>September 2016</p>	<p>Parent Coordinator, Guidance Counselor, AIDP Attendance Teacher, Social Worker, Assistant Principal, Principal</p>

administrators to discuss family issues and/or concerns and ideas that could potentially support improved attendance.			

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Kinolved Software. ATS and other attendance reports to be generated and analyzed. Scheduled meetings of the attendance team, social worker, and guidance counselor. Ongoing partnerships with community partners to support parents with addressing ongoing issues that directly impact attendance.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<ul style="list-style-type: none"> By February 2016 there will be a 1% increase from the last school year average as measured by ATS.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools 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:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	E
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	D
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools 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 trends and sources. 		
<p>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.</p> <p>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 4.3 and 4.5.</p>		

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2016 , 100% of K-5 grade level teacher teams will increase levels of rigorous differentiation with learning and assessment tasks to meet the needs of all learners, through implementing a CCLS aligned, differentiated, data-informed Balanced Mathematics model, with a particular focus on targeted intervention for all sub groups as measured by the unit plans, created tasks</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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 promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Lesson study cycles will be conducted for each grade level in three phases – planning, teaching, and analysis lead by 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.</p>	<p>All Classroom Pedagogues</p>	<p>October 2015 - June 2016</p>	<p>Principal, Assistant Principal, Lead Teachers, Outsourced Staff Developers</p>

<p>Focused peer learning walks will be scheduled for identified teachers to observe each others 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.</p> <p>All teachers will engage in learning walks at schools identified as implementing best instructional practices – particularly in planning and preparation.</p>			
<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.</p> <p>Data meeting will be held with teachers once per semester to discuss the progress of individual students and subgroups of students.</p>	All Pedagogues	November 2015 - June 2016	Principal, Assistant Principals, Talent Coach
<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.</p> <p>During School Leadership Team meetings, parents will have the opportunity to ask questions pertaining to instructional practices.</p>	Pedagogues and Paraprofessionals	October 2015 - May 2016	Principal, Assistant Principals, Teachers, Parent Coordinator, Guidance Counselor, SLT Members

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.	All pedagogues	October 2015 - May 2016	Principal, Assistant Principals
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • 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 • Substitute Teachers to cover classes when classroom teachers are working with consultants and/or administrators. 											
Part 4b. 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 SWP		Title I TA	X	P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, teacher teams will produce a minimum of 3 revised unit plans and three rigorous performance tasks.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools 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:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	E
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. 		
<ul style="list-style-type: none"> 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 tract progress of instructional practices based on feedback, data, and student work products. For the 2015-16 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

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2016, the principal and assistant principal will provide targeted professional learning opportunities to 100% of teachers that align to identifying and addressing the instructional and social emotional needs of groups of students and based on specific individual pedagogical needs as measured by a 5% increase in the agreement response of the School Survey question that states "Overall, my professional development experiences this year have been sustained and coherently focused rather than short term and unrelated."

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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 promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<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>All pedagogues</p>	<p>September 2015 – May 2016</p>	<p>Principal, Assistant Principal, Lead Teacher</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 inter-visitations and provide collegial feedback to one another</p>			
<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, paraprofessionals	September 2015 – May 2016	Principal, Assistant Principal, Lead Teacher
<p>During scheduled Open House and Family Engagement sessions, families will have the opportunity to observe classroom instruction.</p>	All families	October 2015 – June 2016 Ongoing	Parent Coordinator, Guidance Counselor, Principal, Assistant Principal
<p>Principal and assistant principal will email grows and glows to teachers after informal class visits.</p>	All pedagogues		Principal, Assistant Principal

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- 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, reflection sheets

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- By January 2016, 50% of teachers who scored Ineffective or Development will average effective.

By February 2016, 75% of teachers will have engaged in three of five successful professional learning cycles as measured by school created professional learning feedback forms.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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 leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. 		
<p>Over the last four 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</p>		

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2016, in order to implement a cohesive home/school support system to ensure student success, there will be a 5% increase in the average number of parents attending all school events as measured by school’s Parental Involvement Tracking System.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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 promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>A family night kick off assembly will be hosted on September 17, 2015 to introduce parents to our Parent Events, expectations, and policies for volunteering. 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</p>	<p>All teachers and paraprofessionals</p>	<p>August 2015 – June 2016</p>	<p>Principal, Assistant Principal, Parent Coordinator</p>

<p>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, NYC School Account System, 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>			
<p>Parent Workshops will target the needs of specific subgroups of students. Experts in topics such as</p>	<p>Parents of Students with Disabilities, Parents of Students that English is a new language for</p>	<p>September 2015 – June 2016</p>	<p>All pedagogues</p>

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.			
Classroom Teachers and Specialty Teachers will be required to submit a calendar of events for Tuesday Family Engagement sessions. One grade specific celebratory event per month will be planned for families to engage in.	All families	October 2015 – May 2016 Ongoing	Parent Coordinator, All Pedagogues, Assistant Principal

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and 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 4b. 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 SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III	X	PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, Parental Involvement will increase by 3% as measured by the number of parents in attendance at school events.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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)	<p>Students scoring level 1 and 2 on NYS Assessments.</p> <p>School-Based Periodic Assessment Results</p> <p>New York State Summative Assessment Results</p> <p>Teacher Conference Notes</p> <p>Running Records Results</p>	<p>Leveled-Library Intervention (LLI)</p> <p>iReady (Computer-Based Individual Skills Lessons)</p> <p>Guided Reading</p> <p>Guided Writing</p> <p>Hooked on Phonics</p> <p>SETTS</p> <p>Saturday Academy (Common Core Readiness – Reading & Writing)</p>	<p>Targeted small group Instruction</p> <p>One-to One instruction both in class and pull-out</p>	<p>Before school, during the school day, lunch time, afterschool, and weekends.</p>
Mathematics	<p>Students scoring level 1 and 2 on NYS Assessments. School-Based Periodic Assessment Results</p> <p>New York State Summative Assessment Results</p> <p>Teacher Conference Notes</p>	<p>iReady (Computer-Based Individual Skills Lessons)</p> <p>Guided Math</p> <p>Close Reading for Math</p> <p>SETSS</p> <p>Saturday Academy (Common Core Readiness – Conceptual Understanding, Procedural Fluency)</p>	<p>Targeted Small Group Instruction</p> <p>One-to One instruction both in class and pull-out</p>	<p>Before school, during the school day, lunch time, afterschool, and weekends.</p>
Science	<p>Students scoring level 1 and 2 on City assessments.</p>	<p>Small Group Instruction</p>	<p>Small group instruction</p>	<p>During the school day</p> <p>Afterschool for grade 4</p>

	School-Based Assessments	Content-Specific Guided Reading and Word Study		
Social Studies	Students who scored level 1 and 2 on school- administered assessments. 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 Parent Referrals	Target Clubs (e.g. Social Skills, Coping Strategies, Bereavement, Enrichment) Play Therapy	One-to-One Sessions Individual Sessions Family Sessions	Services will be provided primarily during the school day and after school.

Section 7: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4]
- 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>Researchers, policymakers, and education leaders agree that teacher quality is a vital factor in improving student achievement. Therefore, it is imperative that we at PS 197M recruit, develop, and retain high-quality teachers to ensure that all children are provided with an adequate education. Each year, we establish a hiring team that collaborates to recruit, hire, and sustain teachers that have the potential to meet our standards.</p> <p>To ensure that teachers are adequately prepared, PS 197M has formed partnerships with local teacher preparation programs</p> <ul style="list-style-type: none"> - 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 21 st century learning. <p>The District 5 Team and the Manhattan Borough Field Office personnel 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.</p> <p>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.</p> <p>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.</p> <p>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, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).

- All pedagogues and paraprofessionals will submit a minimum of two professional goals
- Professional Learning Team- development of plan and schedule
- Quarterly Meetings with the Professional Development team
- School-wide book study relevant to the instruction focus for the year
- External Literacy Consultant- K-2 & 3-5 – cycles of professional learning within instructional focus
- NYCDOE Teacher Effectiveness Coach Sessions
- District-Assigned Improvement Coach
- Instructional Rounds facilitated by lead teachers and administrators

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

Pre-Kindergarten teachers and Kindergarten teachers serve together on a vertical articulation team. During their sessions, the focus is on analyzing student work at the Kindergarten level and refining academic activities and instructional practices to improve foundational skills. Teachers focus on Common Core aligned performance tasks that require students to apply sophisticated skills. Simultaneously, the Pre-kindergarten teachers analyze results from administered Common Core tasks and determine what skills are necessary to focus on so that students entering kindergarten have the necessary prerequisite skills to successfully master standards at the kindergarten level. At the start of the final school semester (March), Kindergarten teachers instruct pre-kindergarten students for 30 minutes, two times per week. Parent workshops conducted by 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.

A Teacher Cabinet consisting of one teacher from each grade was constructed for the purpose of collaborating with administrators to select, assess, analyze and refine the curriculum, assessments and other supplementary programs. The

Cabinet went through a series of professional development sessions in which they were guided through mock sessions of conducting teacher team meetings. They learned various protocols they could potentially use to structure looking at student work and formative assessment data. Once per month the Teacher Cabinet meets with the Administrative Cabinet to review student progress towards interim benchmarks and to collectively decide if implementation of the curriculum and assessments are successful or whether or not adjustments need to be made with the goal of continuously improvement student achievement.

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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	280,321.00	x	Section 5C
Title I School Improvement 1003(a)	Federal	16,979		Section 5A
Title I Priority and Focus School Improvement Funds	Federal	71,990	x	Section 5A, 5C, 5D
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,766,024.00	x	Section 5A, 5C, 5D, 5E

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):** To 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:** To 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 an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **PS 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. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **PS 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;

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The 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 Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

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

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 on assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 05	Borough Manhattan	School Number 197
School Name John B. Russwurm		

B. Language Allocation Policy Team Composition

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

Principal Ms. Natasha Spann	Assistant Principal Ms. Esther Diaz
Coach Ms. Maria Penaherrera-A.P.	Coach type here
ENL (English as a New Language)/Bilingual Teacher Ms. Eliana Fonseca	School Counselor Mr. Raymond Shaw
Teacher/Subject Area Ms. S. Mills/Teacher	Parent Ms. Donalyn, Barthelmy
Teacher/Subject Area type here	Parent Coordinator Ms. Rolinda Hill
Related-Service Provider Ms. Dawn Anderson	Borough Field Support Center Staff Member type here
Superintendent Ms. Gail Reeves	Other (Name and Title) L

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL 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/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	1	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	334	Total number of ELLs	25	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5
	<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language	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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	25	Newcomers (ELLs receiving service 0-3 years)	20	ELL Students with Disabilities	4
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	5	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	20	0	0	5	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0													

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
SELECT ONE	0	0	0	0	0	0	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	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0																			

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	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									

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): <u>0</u>	Number of students who speak three or more languages: <u>0</u>
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Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	2	2		1	4	2								0
Emerging (Low Intermediate)			2		2									0
Transitioning (High Intermediate)		1	1											0
Expanding (Advanced)	1		1	2		4								0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	0	0								0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total					2									0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	4				0
4	3	1			0
5					0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	5								0
4	3		1						0
5									0
6									0
7									0
8									0
NYSAA									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 In the past, The John Russwurm school has used various assessment tools such as School Net-Periodic Assessment, STARS, Fountas and Pinnel, Common Core tests, teacher's assessments, and observation data to determine ELLs language development. Additional assessment tools will be reviewed and used this year to generate an intervention tool in the lower grades that will facilitate to assess early literacy skills. This data will also help determine instructional goals for ELLs, and support the ENL teacher in creating individual goals for each ELL student based on the child's language and proficiency level needs, offering targeted support support in strengthening English oral and literacy skills, and support our school in differentiating instruction where tier I RTI services could begin in the classroom focusing on the identified areas of need.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 THE NYSITELL and NYSESLAT data results revealed the following pattern trends: Grades K and 1 results indicate that ELLs are performing at the lowest proficiency levels. When examining pattern trends in grades 2-5, the data indicates that most students do well on the speaking and listening components of language but are struggling in the reading and writing components of the NYSESLAT test.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 According to our SCEP, one of our goals in meeting our AMAO objectives and our rating in areas in tenet 3, is to level out the "pockets of effective practices" in our school community by ensuring that instruction is aligned to the Common Core. One of the instructional supports we will use to facilitate this process is for students to be placed into guided reading groups for the additional support needed to strengthen their fundamental reading skills. Our Response to Intervention program also supports students in specific areas as identified by our universal screening tool - Fountas and Pinnell Reading Assessment. These students are then grouped accordingly and provided direct Tier II instruction in the identified areas by Ms. Anderson-RTI teacher and Ms. Fonseca-ENL teacher. All second and third grade ELL students have also been targetted for our Title III after school program which also targets these areas of deficiencies which will in turn support them on state wide exams. The current ELL data also indicates that we need to implement an ESL Push-In model to further address the growing needs of our ELL population.

4. For each program, answer the following:
 - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

The data patterns seem to indicate that our ELL students are underperforming and are below standards in ELA across grades.

The results of the ELL periodic assessments will be used to develop an item analysis of strength and weaknesses and used by teachers to provide targeted instruction to meet the needs of students. The goal of the school leadership will be to examine data trends across grades and develop a plan to strengthen instructional practices.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]

Our school utilizes our universal screening tool -Fountas and Pinnel Reading Assessment to guide instruction for ELLs within the Response to Intervention Framework as well as teacher data gathered during tier I intervention. This data is used to group students accordingly for tier II intervention. Students are then offered intervention in areas such as decoding, word work, sight word development, vocabulary, cueing systems, and comprehension. Students are grouped according to these needs and provided direct Tier II instruction in the identified areas by Ms. Anderson-RTI teacher and Ms. Fonseca- ENL teacher. All second and third grade ELL students have also been targeted for our Title III after school program which is an addition to their tier II services also targeting areas of deficiencies. It is expected that with these supports they will be able to perform at grade level standards on state wide exams. During our day to day literacy block, ELL's are consistently progressed monitored. Instruction is then modified providing them with tier I scaffolded instruction which is differentiated specifically for ELL students. Once teachers have done assessments, they develop an individualized instructions 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 with 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 instructions 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 and support which are ongoing.

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

At The John Russwurm School we make sure that a child's second language development is considered in instructional decisions by placing them in the appropriate setting based on their Home Language Survey and program availability. We understand that in order for English language learners (ELLs) to become successful students, they need to learn grade-level content as well as the English language skills needed to access that content. We make sure that ELLs benefit in regular classrooms using ELL-friendly strategies for teaching content areas. These strategies increase comprehension, learning, and interaction through modeling, acting out, gesturing, showing diagrams, and doing hands-on activities and experiments.

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

Success for our Ells is based on how well these students met AYP for ELLs on their state measures of ELA and Math. As part of our school's CEP, the goal is for all our students to improve in English Language Arts achievement outcomes, with a particular focus on English Language Learners, Students with Disabilities and bottom 1/3 students to close the achievement gaps of these sub-groups.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of

communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

1. When a new student is admitted to the school, the secretary asks the parent what is the home language spoken at home. Based on the parent or guardian's response, the secretary hands a Home Language Identification Survey (HLIS) in the appropriate home language to fill out during the initial registration process. The secretary then contacts a trained pedagogue. The informal oral interview and the formal initial assessment are conducted by Ms. Fonseca - our Certified ESL teacher who is responsible for servicing the ELLs in our school. In a household where a language other than English is spoken, parents are given an informal oral interview to clarify language dominance. This interview is conducted in English and if translation is needed, we accommodate by locating someone who speaks their language. On the basis of the response, a formal initial assessment is conducted with the student and if necessary, the LAB-R is then administered within 10 days by our Certified ESL teacher.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Our instructional plan for a student with interrupted formal education or SIFE is to provide Academic Intervention Services (AIS) as an extension of the regular school program and in a pull-out ENL service. Identified SIFE students will receive the appropriate number of mandated ENL instructional units. Assessments and teacher observation 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.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

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

LPT Members: Mr. Raymond Shaw(Counselor), Ms. Sumani Mills(Special Education Teacher), Ms. Dawn Anderson(SETSS Teacher) and Ms. Eliana Fonseca(ENL Teacher)

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

To ensure that entitlement letters are distributed and Parent Survey and Program Selection forms are completed and returned we utilize the RLAT report from ATS to ensure we are targetting all returning entitled students. For new admits we generate a list as students are registered and tested of who qualifies for the ESL program offered at our school. During the orientation sessions parents are encouraged to complete and submit their surveys and program selection form at the end of the session. For new and returning parents the ESL teacher schedules appointments to meet with them to further discuss the program being offered and assist with the completion of forms if necessary. Utilizing a list generated by the ENL teacher of entitled students the teacher tracks who has submitted forms and who have not. In instances where parents do not attend the orientation session the ESL teacher does out reach via phone calls and during morning drop off and dismissal to ensure she is communicating with all parents and getting all documents necessary.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

If the parents/guardians are not present during the Orientation and the Parent choice form are not returned, the ENL teacher meets them on a makeup day and follows up with phone calls, if necessary. The parents will be informed that they have the right to appeal within forty-five(45) days of enrollment. The parent's Orientation for the ELLs students is an ongoing process.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

In October upon finalizing all registrations and testing is completed, parents of those students identified as ELLs are invited to an orientation session scheduled in October at which time they view a video explaining to them their rights and the different programs available to them. To ensure parents of ELL students fully understand and are aware of their choices, Ms. Fonseca, the ENL teacher invites them to schedule a one on one meeting time during the month of October to discuss their options. Each subsequent year in September letters are sent home to families indicating if their child continues to qualify for services. This letter in the EPIC packet indicates that they are to contact us if they wish to change their option. To date, none have done so. Parent choice letters are

distributed at the end of the orientation session for parents to complete. Parents who fail to return letters are called by the ENL teacher and informed that letters need to be returned, and continues this process until all letters are returned.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

Ms. Fonseca-ENL teacher and Ms. Hill-Parent Coordinator reach out to parents of newly enrolled ELLs are invited to three (3) or more additional orientations sessions as required as per CR Part 154.2. If the Parent Survey and Program Selection forms are not returned in a timely manner the ENL teacher will conduct phone calls and additional letters to invite the parent to fill out the required forms.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

The ENL teacher contact the ELL parents by mail or by phone calls to encourage the parent to file out the Parent Survey and Program Selection. The ENL also informs the administrator of the ELL parents that have not returned the forms and the administrators also conduct an outreach program to ensure that the Parent Survey and Program Selection forms have been completed and returned.
9. Describe how your school ensures that placement parent notification letters are distributed.

The placement parent notifications are sent home to parents, once the ENL has the results of NYSITELL and NYSESLAT.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

The ENL teacher places all the ELL documentations (i.e. HLS, non-entitlement and entitlement letters), for each child in a binder in locked closet. The original HLS's are kept in the main office with the administration.
11. 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.

In administering and ensuring all students take all sections of the New York State English as a Second Language Achievement Test, Ms. Fonseca- our ENL teacher utilizes the RLAT and RNMR reports from ATS and double checks to ensure all students listed are eligible for testing. She then develops a testing schedule. The speaking section is administered first on a one on one basis beginning with all the kindergarten students first and then gradually going to the upper levels. Students are tested in the ESL room. Upon completion of the speaking section, the listening and reading section is administered with groups of students according to the grade band. Testing modifications are made for students who have IEP's where testing accommodations are adhered to. Upon completing the listening and reading sections the same protocol is followed for administering the writing component of the NYSESLAT. When students are absent they are pulled one on one or as needed according to the grade band.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

The ENL teacher continues follow-ups quarterly to the ELL parents to inform and ensure them of the continued entitlement and transitional support.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

After reviewing the Parent Survey and Program selection forms for the past few years, the trend is the majority of our parents request to have their children in our ESL program. The program model at our school aligns with parent requests. Currently, due to the growing needs of our ELL population at P.S. 197, we will offering an ESL Push-In model program using the Sheltered Instruction Observation Protocol (SIOP) to strengthen language acquisition and support our ELL students in developing language proficiency. 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 parent's choice.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
 - 1a. Instruction is delivered using ESL methodology and strategies, addressing the four modalities of language acquisition; Listening, Speaking, Reading and Writing. Scaffolding is also provided to ensure that content is comprehensible and learning takes place. In recognition of varying skills, language proficiency and learning styles, we differentiate instruction for our ELLs. Different instructional strategies are modified for our ELLs including: Direct Instruction; Inquiry-Based Learning; Cooperative Learning; Information Processing, the ReadyGen Program to foster literacy independence. Based on our growing number of needs for our ELLS, students will receive ESL instruction during the school day via a Free-Standing ESL (Pull-Out, Push-In) program model for grades K-5 using the Sheltered Instruction Observation Protocol (SIOP) model to facilitate language proficiency and strengthen language acquisition. In the Free-Standing ESL Program (K-5th Grade) instruction is delivered according to the mandated number of instructional minutes. As per CR Part 154.2, students receive the following services: 1) Beginners = 2 units of ESL (360 minutes) per week 2) Intermediate = 2 units of ESL (360 minutes) per week 3) Advanced = 1 unit ESL (180 minutes) per week, plus 1 Unit ELA (180 minutes) per week. Using all the prescribed methodology, the teacher differentiates instruction for the students according to their performance on the NYSESLAT and their individual needs.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

#2a. Organization of our staff ensures that the mandated number of instructional minutes is provided according to the proficiency levels in our ENL classes. The schedule of our ENL students is provided to our principal who approves it. In compliance with the CR Part 154.2, all our students depending on their proficiency level receive 180 minutes to 360 minutes a week of ENL. All Entering and Emerging students 360 minutes of ENL instruction per week and Transitioning and Expanding receive 180 minutes and the Commanding receive 90 minutes. Students are grouped by language fluency within age parameters. The program serves all students with limited proficiency (LEP) until they achieve proficiency in the English language. All ELLs receive five periods of ENL every day 450 minutes. 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 core content is delivered in each program model. 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.

**** This answer needs revision

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 of meet the demands of the Common Core Standards.

English Language Arts Area

 - Based on the Freestanding English as a New Language Model core content is delivered to equally facilitate language and academic development in two languages. This is done in order to acknowledge the native languages of the students; to foster positive self-concepts and images as well as aide all the students in understanding other cultures.
 - The goal of the content base integrated approach to learning in the classroom is for the students to acquisition of English and their grade level academics so that the ELL students can succeed in an English -only classroom.
 - In order to facilitate such a learning environment all instruction is done in English to immerse the student in academic and core content language. When possible, the child's primary language is used to clarify instructions or misconceptions.
 - The acquisition of English takes place in a structured non-threatening environment in which students feel comfortable taking

risks.

- Students are taught to say "I don't understand," "Slower," Please Repeat."
- One word answers are accepted, drawing with labels.
- Some language buddies.
- Allowing students to share and show ideas with classmates allows them to hear English, practice it, by speaking and listening to their peers.
- Lessons include controlled vocabulary while students gradually acquire the necessary language skills to succeed academically.

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:

- Analyse 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 to the mathematics lesson, e.g., journals.
- Provide opportunities to convey to others problem solving strategies and the justification to their answer.
- Ensure the identification and analysis of student's strengths and weakness to drive and differentiate instruction.
- Collaborate between content area and ENL 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.

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

To ensure that ELLs are appropriately evaluated in their in their native languages throughout the year we provide translation services.

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

ELL students are informally evaluated in the four modalities throughout the school year as the ENL teacher conducts her lessons. In addition, with our curriculum students are required to read, write and speak which also facilitates the evaluation process. Teachers conduct ongoing one on one conferences and small group instruction which also ensures that ELLs are appropriately evaluated. In addition, we also use our Fountas and Pinnel reading benchmark assessment for students in grades K-2nd as an assessment tool and in grades 3rd thru 5th we utilize our Performance Based Assessments as well as running records and their classroom assessments to assess progress and continuing needs.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

#6a. Our instructional plan for a student with interrupted formal education or SIFE may include working in a small group within the classroom with the classroom teacher and receiving intervention services such as AIS and RTI and participating in a Title III after school program or Saturday Academy .

6b. An ELL student who has less than three years of school receive instruction in English. We also provide an academic afterschool program in reading and math to further assist students in the areas of need. We are fortunate to have Harlem Grown Volunteers to assist by providing instructional support.

6c. ELL students receiving services for 4 to 6 years are provided continued support in our ESL program. These students are also identified for our RTI program with a clear instructional focus according to assessment data. Upon mastery of targeted areas other areas are identified to continue providing the support.

6d. Our school does not have any ELL students in need of a long term plan. In case the need should arise our plan is to provide them with Academic Intervention Services for a block of 45 minutes on a daily basis. In addition, these students would be invited to attend our instructional after school program and our extended day 150 minute a week program.

6e: Former ELL students they continue to receive support via strategy lessons, guided reading, small group instruction and one-on-one conferences with their classroom teachers. If the need is great they also receive support from the AIS provider and may also be recommended to continue receiving ESL at risk services.

For former ELL who have tested out of program for one year continue to receive the extended time.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

****This response needs revision

The school will receive a request to initiate the Re-identification Process. The school will review all of the documents related to the initial or reentry identification process for ELL or non-ELL students. The ENL teacher will contact with the administrator to inform that an ELL or non-ELL student is re-entering our system and a re-identification should be conducted within the time frame allotted. The ENL teacher will administer the NYSITELL to the student. The ENL teacher conducts an interview with the ELL's parent and reviews the results of the school-based assessment, administered as defined by the CR Part 154.2.2, of the students abilities in the areas of listening, speaking, writing and reading in English. Based upon the recommendation of the ENL teacher and the principal determines whether to change the ELL status or not. If the decision is to change the ELL status, the students program will be modified accordingly.

8. 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 ENL service and accommodations that are mandated by the IEP. ENL teacher works closely with the Special Education teachers to ensure ELL-SWD's improvement and address their needs. The ENL 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 ENL teacher utilizes visual aids, role-playing cooperative work, picture books, drama and role playing, technology, manipulatives, read-alouds, etc. ENL strategies and instructional methods are utilized. The students use the same instructional material provided to ENL services.

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

- Scholastic Reading Skills Kit, Level B-C
- Readers theater - Grades K to 5
- 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-G
- Vocabulary Connection - A Content Area Approach, Levels A to G
- New Connections to English- Grade 3
- Word Forward - Grades 3 & 4
- Children's Audio, Levels A-D
- English In a Flas
- Accelerated Reader, all levels

The ENL 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 assesement (thinking skills)
- meaning-based context and universal themes (students cultural background)
- modeling
- graphic organizers
- visuals

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

The ENL teacher works in collaboration with Special Education teachers and other service providers ot coordinate curricular instructional and scheduling flexibility to meet the diverse needs of ELL-SWDs. These students ae integrated in the main stream ENL program and put under the supervision of the teacher. The RTI teacher meets weekly to review the progress of individual students. Based on formative assessment results, students are informally placed ICT classes for teacher-recommended content areas for 6 weeks. If the student progresses within the 6 weeks, they are given a formal flexible schedule.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

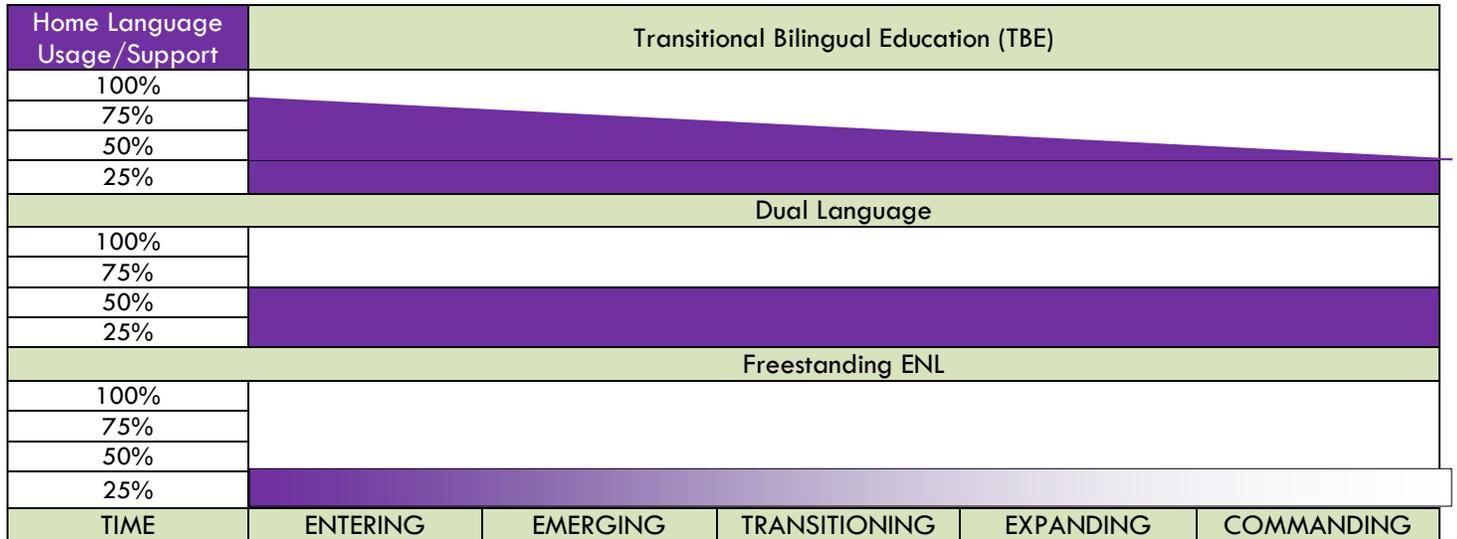


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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. ELL students only receive targeted intervention if the data indicates they are in need of the additional services. Students in grades Kindergarten thru third grade are supported via our RTI extended day program and in small group tier 1 instruction within their classroom setting. Mathematics intervention is also provided based on pre assessment unit data for students in grades 2nd thru 5th grade. Both of these intervention programs are delivered in English.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our current Freestanding ESL program was primarily a pull-out program , where children are grouped by NYSESLAT proficiency level. Analyzing our NYSESLAT data we find that the ELL population are currently performing below standards and are also represented in our lowest third population. This is why our Free-Standing model will now include a push-in model to support a content based integrated approach to facilitate language acquisition not only in English but content core subjects . The goal is for ELL students who take the NYSESLAT to move a minimum of one level. The range begins with the category of Beginner to Intermediate to Advance to Proficient. We expect that with these changes will support our students to make benchmark improvement in the areas of speaking and listening, reading and writing.
12. What new programs or improvements will be considered for the upcoming school year?
- Increase the number of workshops and seminars attended by the ENL teacher, primary classroom teachers and cluster teachers regarding strategies and best practices for instructing ESL students. Also provide Jose P training to staff to strenghten best practices and research articles focusing on English as a Second Language
13. What programs/services for ELLs will be discontinued and why?
- Testing acomodations for ELLs are discontinued 2 years after a child tests at a proficient level on the NYSESLAT exam in accordance with the New York State Memo and the New York State Adminstrator's Manuel and Guideline.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- At Ps. 197M, our ELLs are an active part of our inclusive community where they have access to all our instructional and recreational services being offered, including extended day classes, art program, gardening, sports program, cookshop classes, and the student activities.
15. What instructional materials, including technology, are used to support ELLs? Include core 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 Addision- Wesley - Level A, C and E.
 - English Language Learners- Across the Curriculum, by Stephen A. White- Grades K-5
 - Scholastic Reading Skills - Level A-D
 - Classroom Level 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- Vaguhn - Complete Classroom Library - Levels A-F
 - Think-Alongs by Steck-Vaughn - Levels A-F
 - Whole Language Activities for Earlt Childhood - Big/small Books - Level B
 - Readers' Theater Script Kits - Grades 1 st -5 th grades
 - Harper Children's Audio - Grades 1 st -4 th grades
 - Spanish Library
 - Learning Basic Vocabulary
 - Making Words- Multilevel, Hands-on, Developmentally Appropriate Spelling by Patricia M. Cunningham and Doroht P. Hall - Grades 1 st -3 rd .
 - Oral Language for Daily Use by Sharon Altena and Jon Leik - Grade 2
 - Reading Comprehension - Grades 1-2
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
- We do not have a Dual-Language program at PS 197M. For our Spanish speakers newcomers, Ms. Fonseca- our certified ENL teacher who is tri-lingual , uses the native language as a support (as per the CR 154 regulations, 25% of the time). For the other newcomers who speak other languages, all instruction is delivered in English, using ESL strategies to ensure comprehension.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
- ELLs entitled to ENL service are placed in monolingual classrooms according to their ages and grade levels. These students receive ENL instruction according to their English proficiency levels, age 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 Fountas and Pinnel, NYS Testing and accountability reporting tool (NYSTART) in ELA and math data to drive teaching goals in instruction.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

To assist newly enrolled ELL students before school starts, we have partnered with many community based organizations to provide services to this population. 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 cards 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.

19. What language electives are offered to ELLs?

N/A

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
#1. Our school will offer professional development to all monolingual teachers, guidance counselor, paraprofessional, physical & occupational therapist, ENL teacher, special education teachers, psychologist, assistant principal, speech therapist and parent coordinator.

Professional Development:

- ENL in the Mathematics, February 23, 2015 from 2:20-3:40 p.m.
 - ENL in ELA, March 30, 2015 from 2:20-3:40 p.m.
 - Differentiated instruction, April 27, 2015 from 2:20-3:40
 - Scaffolding in the Content Areas, May 18, 2015 from 2:20-3:40 p.m.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
P.S. 197 will offer the following professional development for teachers of ELLs including ENL teacher in supporting ELLs in the Common Core Learning Standards.

Professional Development:

- Utilizing Acuity to Drive Instruction, February 9, 2015 from 2:20-3:35 p.m.
 - An Introduction to NYSESLAT, April 13, 2015 from 2:20-3:35 p.m.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
At P.S. 197, teachers, parent coordinator, ENL 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.

Mr. Shaw (Guidance Counselor) provides the ELL students and parents with application process for information concerning Middle School and the requirements for the school. He provides them with applications and deadline for the applications. Mr. Shaw conducts "phone blast" in English and Spanish to the ELL parents informing them of the various applications he has available for ELL attempting to start the process of entering Middle School. Mr. Shaw also follows up with a letter to all ELL students providing support to attend the various Middle Schools in English and Spanish. Mr. Shaw works with the ENL teacher and the Assistant Principal for translation to the ELL parents in their native language.

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
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 instructions 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 ENL strategies for teaching ENL 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 ENL teachers. These are some of the workshops attended by our teachers. Social Studies and Technology workshop; Differentiated Instruction; Teacher Team Cabinet; Common Core Standards for ELA and math; Ready Gen and Go Math.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

The ENL teacher invite on Tuesdays, during the Family Training Day from 2:20-3:35 p.m. via letter and phone calls. The ENL teacher provides the ELL parents with information concerning goals of the program, language development progress, language proficiency assessments results, and language development needs in all content areas. The ENL teacher also works with the classroom teachers to ensure that the information given to the ELL parents are current and in alignment with the Common Core Standards. These meeting are conducted in English and Spanish.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [*ELL Policy Reference Guide, Parent Selection and Program Placement*](#) section.

The ENL teacher and the Parent Coordinator keeps all annual individual meetings with ELL parents as well as outreach via meetings, phone calls and letters in a binder as a contiued method to ensure outreach and consistency with the families of informing them of their child's development, changes and any new information needed.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. ELL parents are very involved in the life of our school. During the school year, P.S. 197 provides meeting for parents focused on instructional issues, such as, assesments, standards, promotional policies, and strategies for them to support children's academic progress. Our parents are involved in Saturday Academy and related programs. As part of our effort to strenghten 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 interpretations services that we offer.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? In our school, the parents of our ELLs have the opportunity to be involved involunteering, meetings, events and workshops. Our parent coordinator works in collaboration with the ENL teacher to help ENL students and provide ELL parents with the necessary information about the school, events and workshops. The parent coordinator with the ENL 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 Entering, Emerging, Transitioning, Expanding and Commanding leveled students at select libraries in the Bronx, Manhattan and Staten Island in association with the Riverside Language Program. This offered by the NYC Public Library. 3) Hispanic Federation- Taking Hispanic causes to heart. This federations is service- orientated 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.

5. How do you evaluate the needs of the parents?

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, ENL, monolingual teachers and administrators listen and have conversations with parents and try to answer their questions and/or conserns. Parents always add valuable information about their children, i.e., background, strenghts/weakness, behavior and academic work as well 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 ENL teacher and paraprofessionals.

6. How do your parental involvement activities address the needs of the parents?

Parents of ELLs are invited to participate in many activities promoted bt P.S. 197. ELL parents are invited in 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 ENL teacher, accompanied by a translator who speak their native language. The needs of ELLs' parents are addressed through the information and activities offered to them.

D. Additional Information

Include any additional information that would be relevant to your LAP and would further explain and highlight 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: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Natasha Spann	Principal		6/24/15
Esther Diaz	Assistant Principal		6/24/15
Rolinda Hills	Parent Coordinator		6/24/15
Eliana Fonseca	ENL/Bilingual Teacher		6/24/15
Donalyn Barthelmy	Parent		6/24/15
Suimani Mill	Teacher/Subject Area		6/24/15
Dawn Anderson	Teacher/Subject Area		6/24/15
	Coach		1/1/01
	Coach		1/1/01
Raymond Shaw	School Counselor		6/24/15
Gail Reeves	Superintendent		6/24/15
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **05M197** School Name: **John B. Russwurm**
Superintendent: **Gale Reeves**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

During registration a Home Language Identification Survey is filled by all parents. The John B. Russwurm written translation and oral interpretation plans are based on the data collected from the HLIS. (ATS report RHLA as of October 2015).

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Based on the ATS report RHLA as of October 2015, out of the 324 students who attend the John B. Russwurm school, 289 of our school's population are English speakers, 28 speak Spanish, 4 speak Arabic, 2 speak French, and 1 speaks Wolof. Thus, our major interpretation needs is for our Spanish speaking parents.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Letters and Notices sent home to parents are in English and Spanish. At all school events and activities, translation services are provided for parents by staff members as well as by volunteers. Staff members that have parents who communicate through other languages use "The Translation & Interpretation Unit" which is posted in the main office.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Face to face meetings typically occur as follows: Parent/teacher nights in September, November, March, and May. PTA meetings on the first Wednesday of each month. Progress meetings throughout the year. IEP meetings throughout the year.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Translation team designated member will interview each parent during enrollment and record all data on the school created language preference sheet. The school will contact the "Translation & Interpretation Unit" if additional interpreters are needed in order to ensure that all limited English -proficient parents right to language services are rendered.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

We will utilize both over the phone interpreters via Translation and Interpretation Unit and on-site interpreters.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

During the professional development session on the first day of school, all staff members will be informed of the policies and procedures for translation. A Language Translation Facts sheet will be created and distributed.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

We will continue to use The Translation and Interpretation Unit, school staff, parent coordinator and volunteers to meet the requirements for our school's translation services.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Parent survey and face to face interviews will be utilized to secure data with regard to the effectiveness of translation services.