



**THE FOREST PARK SCHOOL**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: (27Q097)**  
**ADDRESS: 85-52 85 STREET**  
**TELEPHONE: 718 – 849 – 4870**  
**FAX: 718 – 849 - 5356**

**TABLE OF CONTENTS**

**SECTION I: SCHOOL INFORMATION PAGE.....3**

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4**

**SECTION III: SCHOOL PROFILE.....5**

**PART A: NARRATIVE DESCRIPTION.....5**

**PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6**

**SECTION IV: NEEDS ASSESSMENT.....10**

**SECTION V: ANNUAL SCHOOL GOALS.....13**

**SECTION VI: ACTION PLAN.....15**

**REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....20**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....21**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....24**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....31**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....33**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,  
CORRECTIVE ACTION, AND RESTRUCTURING.....46**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR).....47**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....48**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....49**

**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 27Q097      **SCHOOL NAME:** The Forest Park School

**SCHOOL ADDRESS:** 85-52 85 Street, Woodhaven, NY 11421

**SCHOOL TELEPHONE:** 718 – 849 – 4870      **FAX:** 718 – 849 – 5356

**SCHOOL CONTACT PERSON:** Maureen P. Ingram,  
Principal      **EMAIL ADDRESS:** mingram@school  
s.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Arnaldo Simo, Parent

**PRINCIPAL:** Maureen P. Ingram

**UFT CHAPTER LEADER:** Nora McDermott

**PARENTS' ASSOCIATION PRESIDENT:** Wilhelmina Fernandez

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 27      **CHILDREN FIRST NETWORK (CFN):** Knowledge Network

**NETWORK LEADER:** Dr. Kathleen Lavin

**SUPERINTENDENT:** Michelle Lloyd-Bey

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

*Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Maureen P. Ingram	*Principal or Designee	
Nora McDermott	*UFT Chapter Chairperson or Designee	
Wilhelmina Fernandez	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Bridget O’Dea	Member/Teacher	
	Member/	
Melanie Valentin	Member/Parent	
Cheryl Rose	Member/Parent	
Arnoldo Simo	Chairperson/Member/Parent	
Catherine Scurti	Member/Parent	
Stephanie Morra	Member/Parent	

(Add rows, as needed, to ensure all SLT members are listed.)

\* Core (mandatory) SLT members.

### **SECTION III: SCHOOL PROFILE**

#### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

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We are pleased to have the opportunity to offer many programs as a support to our students, staff and parents.

- Our Grade 3, 4, & 5 students participate in our Extended Day program. Teachers work with students in small group settings sharing literacy strategies, applying skills to real text, and responding to focused writing - tasks and stories for specific skill purposes. Students are invited to participate in a Mid-Winter Recess program for Literacy and a Spring Recess for Math.
- Professional development is coordinated by the Principal, Assistant Principal, and UFT Chapter Leader who work to develop a plan for teachers to assess students learning to develop curricula and instructional materials for professional development. They work with staff to strengthen their knowledge of literacy, math and other content areas and they focus on best practices in the delivery of instruction.
- Enrichment in the arts is provided by our art cluster. We have a strong arts program consisting of visual arts integrating the social studies content areas. Bus and neighborhood walking trips are encouraged to broaden our students' knowledge of the city and our community. Our students participate in annual school wide Science, Arts, Technology and Biography Festivals. We have incorporated dance, reader's theatre, gardening, arts & science, and intramural afterschool classes to allow our students to express themselves creatively and artistically.
- Our parent involvement is strong. Our parents know that their involvement is critical to the success of their children. Parents participate on the School Leadership Team, Nutrition Committee and Safety Committee. Our Parent Teacher Association host many fundraising activities such as candy sales, school pictures, and plant sales. Parent workshops on many different topics are offered on a weekly basis. Our parents feel welcome and have a strong desire to be involved.
- Parents participate in Principal's Book of the Month read-a-louds which are facilitated each month by a different staff member offering our parents the opportunity to learn many different teaching techniques. Parents in attendance receive a free copy of the book allowing them to read and discuss it with their children. Parents participate in various workshops supporting literacy and math. Our ESL parents are encouraged to participate in these sessions allowing them the opportunity to learn English which help them support their children academically.
- We have maintained relationships with various Community Based Organizations to help support the needs of our parents and their children. Parents are involved with the Learning Leaders Parent Volunteer Program giving extra support to the lower grade ELL students. We work closely with our local children's librarian allowing us to offer our parents and students wonderful programs. Parents volunteer in our Research Center providing our students the opportunity to visit, research and read.
- At P.S. 97 we recognize that families and other community members are a vital part of all students' academic and social success, and consider family involvement as an essential ingredient for a successful educational program.

## SECTION III – Cont’d

### Part B. School Demographics and Accountability Snapshot (SDAS)

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

#### CEP Section III: School Profile

#### Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
<b>School Name:</b>	P.S. 097 Forest Park								
<b>District:</b>	27	<b>DBN:</b>	27Q097	<b>School BEDS Code:</b>	342700010097				
DEMOGRAPHICS									
<b>Grades Served:</b>	Pre-K	√	3	√	7		11		
	K	√	4	√	8		12		
	1	√	5	√	9		Ungraded	√	
	2	√	6		10				
<b>Enrollment</b> <i>(As of October 31)</i>	2007-08	2008-09	2009-10	<b>Attendance - % of days students attended:</b> <i>(As of June 30)</i>					
Pre-K	18	18	18		2007-08	2008-09	2009-10		
Kindergarten	106	116	115		93.0	93.4	TBD		
Grade 1	129	119	121	<b>Student Stability - % of Enrollment:</b> <i>(As of June 30)</i>					
Grade 2	114	121	127		2007-08	2008-09	2009-10		
Grade 3	128	126	122		93.4	94.0	TBD		
Grade 4	118	121	116	<b>Poverty Rate - % of Enrollment:</b> <i>(As of October 31)</i>					
Grade 5	102	121	133		2007-08	2008-09	2009-10		
Grade 6	0	0	0		86.0	70.6	86.5		
Grade 7	0	0	0	<b>Students in Temporary Housing - Total Number:</b> <i>(As of June 30)</i>					
Grade 8	0	0	0		2007-08	2008-09	2009-10		
Grade 9	0	0	0		2	5	TBD		
Grade 10	0	0	0	<b>Recent Immigrants - Total Number:</b> <i>(As of October 31)</i>					
Grade 11	0	0	0		2007-08	2008-09	2009-10		
Grade 12	0	0	0		12	24	25		
Ungraded	0	0	2	<b>Special Education Enrollment:</b> <i>(As of October 31)</i>					
Total	715	742	754		2007-08	2008-09	2009-10		
					12	24	25		
<b>Special Education Enrollment:</b> <i>(As of October 31)</i>				<b>Suspensions (OSYD Reporting) - Total Number:</b> <i>(As of June 30)</i>					
# in Self-Contained Classes	22	27	28	Principal Suspensions	0	3	TBD		
# in Collaborative Team Teaching (CTT) Classes	22	23	26	Superintendent Suspensions	0	2	TBD		
Number all others	39	47	45	<b>Special High School Programs - Total Number:</b> <i>(As of October 31)</i>					
<i>These students are included in the enrollment information above.</i>					2007-08	2008-09	2009-10		
<b>English Language Learners (ELL) Enrollment:</b> <i>(BESIS Survey)</i> <i>(As of October 31)</i>				CTE Program Participants	0	0	0		
# in Transitional Bilingual Classes	10	0	0	Early College HS Program Participants	0	0	0		
# in Dual Lang. Programs	0	0	0	<b>Number of Staff - Includes all full-time staff:</b> <i>(As of October 31)</i>					
# receiving ESL services only	154	173	156	Number of Teachers	57	60	TBD		

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	18	13	31	Number of Administrators and Other Professionals	6	5	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	3	2	TBD
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	78.9	81.7	TBD
				% more than 5 years teaching anywhere	71.9	75.0	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)	93.0	90.0	TBD
American Indian or Alaska Native	0.3	0.7	0.4		100.0	98.7	TBD
Black or African American	3.2	4.6	3.7				
Hispanic or Latino	70.2	68.5	70.6				
Asian or Native Hawaiian/Other Pacific Isl.	22.0	21.7	21.6				
White	4.3	4.0	3.1				
Male	54.6	53.9	53.1				
Female	45.4	46.1	46.9				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
<b>SURR School (Yes/No)</b>	If yes, area(s) of SURR identification:						
<b>Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:</b>							
	<b>Phase</b>				<b>Category</b>		
	In Good Standing (IGS)	√		Basic	Focused	Comprehensive	
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile  
 Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
<b>Individual Subject/Area AYP Outcomes:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:		√		ELA:			
Math:		√		Math:			
Science:		√		Graduation Rate:			
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			
<b>Student Groups</b>	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
<b>All Students</b>	√	√	√				
<b>Ethnicity</b>							
American Indian or Alaska Native	-	-	-				
Black or African American	-	-	-				
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	√	√	-				
White	-	-	-				
Multiracial	-	-	-				
<b>Students with Disabilities</b>	√sh	√	-				
Limited English Proficient	√	√	-				
Economically Disadvantaged	√	√					
<b>Student groups making AYP in each subject</b>	6	6	1				
<b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b>							
<b>Progress Report Results – 2008-09</b>				<b>Quality Review Results – 2008-09</b>			
Overall Letter Grade:	A			Overall Evaluation:	NR		
Overall Score:	85.7			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	7.4			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	20.8			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	50.7						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	6.8						
<b>KEY: AYP STATUS</b>				<b>KEY: QUALITY REVIEW SCORE</b>			
√ = Made AYP				Δ = Underdeveloped			
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
- = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
<b>KEY: PROGRESS REPORT DATA</b>				◊ = Outstanding			
NR = Data Not Reported				NR = No Review Required			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
** <a href="http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf">http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</a>							

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade</b>	A	<b>Overall Evaluation:</b>	
<b>Overall Score</b>	85.7	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	7.4	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	20.8	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	50.7	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	6.8	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## SECTION IV: NEEDS ASSESSMENT

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
  - What have been the greatest accomplishments over the last couple of years?
  - What are the most significant aids or barriers to the school's continuous improvement?
- 

After a comprehensive review of our school's 2009-2010 Progress Report and NYS Item Analysis we have identified several areas of strength and weakness within our school, as well as notable accomplishments. Below are our findings:

### Strengths, Weaknesses, and Accomplishments in E.L.A. for the 2009-2010 School Year

- 125 of our Grade 3 students took the New York State English Language Arts exam, with 65% of our students receiving a level 3 or 4. The breakdown is as follows: 19 students received a level 4, 63 students received a level 3, 38 students received a level 2 and 5 student received a level 1. Although these scores are not what we expected, our school's average proficiency rating was 3.07 as compared to the city's 2.87.
- 126 of our Grade 4 students took the NYS ELA, with 52% of our students receiving a level 3 or 4. 10 students received a level 4, 55 students received a level 3, 51 students received a level 2, and 10 students received a level 1. Our school's average proficiency rating was 2.96 as compared to the city's 2.87.
- 129 of our Grade 5 students took the NYS ELA, with 58% of our students receiving a level 3 or 4. 22 students received a level 4, 53 students received a level 3, 43 students received a level 2, and 11 students received a level 1. Our school's average proficiency rating was 3.07 as compared to the city's 2.90.

There are three standard performance indicators that the state test is measuring in ELA. They are: information/understanding, literary response and expression, and critical analysis and evaluation. The children's performance on each standard is presented as a Standard Performance Indicator, or SPI, which estimates the number of questions the children would have answered correctly if there were 100 items per standard.

- Our average Grade 3 minimum SPI for information and understanding was 77 and the max was 91; literary response and expression minimum was 84 and the max was 92; critical analysis and evaluation minimum was 68 and max was 87.
- Our average Grade 4 minimum SPI for information and understanding was 67 and the max was 80; literary response and expression minimum was 71 and the max was 82; critical analysis and evaluation minimum was 73 and max was 83.

- Our average Grade 5 minimum SPI for information and understanding was 85 and the max was 95; literary response and expression minimum was 75 and the max was 88; critical analysis and evaluation minimum was 62 and max was 82.

As you can see from the figures above, our biggest area of concern in Grades 3 and 5 ELA is critical analysis and evaluation and Grade 4 is information and understanding. Teachers will work in teams to review the specific questions from the exam and determine a plan of attack for this year's instruction in order to improve in these areas.

- As for student performance in Grades 3 - 5, 58.8% our students received a level 3 or 4, performing better than 49.4% of schools across the city and 51.1% in our peer horizon. The median student proficiency level is between 1.00 and 4.50. Our school's median was 3.06, performing better than 50.8% of schools across the city and 61.3% in our peer horizon.
- As for student progress in Grades 3 - 5, the median growth percentile for our school was 75.0, performing better than 70% of schools across the city and 81.7% of schools in our peer horizon. The median growth percentile for our school's lowest third was 80.5, performing better than 69.8% of schools across the city and 77.5% of schools in our peer horizon.
- 4.8% of our self-contained students and 27.3% of our SETTS students made exemplary proficiency gains. 45.2% of our English Language Learners, 56.3% of our lowest third, and 55.1% of our self-contained/CTT/SETSS students were in the 75<sup>th</sup> percentile or higher.

#### Strengths, Weaknesses, and Accomplishments, in Math:

During the 2009-2010 school year:

- 126 of our Grade 3 students took the New York State Math exam, with 80% of our students receiving a level 3 or 4. The breakdown is as follows: 52 students received a level 4, 49 students received a level 3, 23 students received a level 2 and 2 student received a level 1. Although these scores are not what we expected, our school's average proficiency rating was 3.45 as compared to the city's 3.09.
- 127 of our Grade 4 students took the NYS Math exam, with 76% of our students receiving a level 3 or 4. 47 students received a level 4, 50 students received a level 3, 26 students received a level 2, and 4 students received a level 1. Our school's average proficiency rating was 3.46 as compared to the city's 3.20.
- 131 of our Grade 5 students took the NYS Math exam, with 70% of our students receiving a level 3 or 4. 37 students received a level 4, 55 students received a level 3, 37 students received a level 2, and 2 students received a level 1. Our school's average proficiency rating was 3.42 as compared to the city's 3.23.

There are five standard performance indicators that the state test is measuring in Math. They are: number sense and operation, algebra, geometry, measurement, and statistics and probability. The children's performance on each standard is presented as a Standard Performance Indicator, or SPI, which estimates the number of questions the children would have answered correctly if there were 100 items per standard.

- Our average Grade 3 minimum SPI for number sense and operation was 79 and the max was 92; algebra the minimum was 87 and the max was 95; geometry the minimum was 75 and max was 86; measurement the minimum was 90 and the max was 97; statistics and probability the minimum was 81 and the max was 94.
- Our average Grade 4 minimum SPI for number sense and operation was 62 and the max was 74; algebra the minimum was 68 and the max was 78; geometry the minimum was 76 and max was 82; measurement the minimum was 74 and the max was 82; statistics and probability the minimum was 75 and the max was 84.

- Our average Grade 5 minimum SPI for number sense and operation was 66 and the max was 80; algebra the minimum was 69 and the max was 77; geometry the minimum was 65 and max was 78; measurement the minimum was 48 and the max was 64; statistics and probability the minimum was 62 and the max was 74.

As you can see from the figures above, our biggest areas of concern in Grades 3 Math are number sense and operations and geometry; Grade 4 are number sense and operations, and algebra; Grade 5 is measurement, and statistics and probability. Teachers will work in teams to review the specific questions from the exam and determine a plan of attack for this year's instruction in order to improve in these areas.

- As for student performance in Grades 3 - 5, 74% our students received a level 3 or 4, performing better than 51.1% of schools across the city and 52.3% in our peer horizon. The median student proficiency level is between 1.00 and 4.50. Our school's median was 3.54, performing better than 56.3% of schools across the city and 61.3% in our peer horizon.
- As for student progress in Grades 3 - 5, the median growth percentile for our school was 79.0, performing better than 76.4% of schools across the city and 81.9% of schools in our peer horizon. The median growth percentile for our school's lowest third was 77.0, performing better than 69.9% of schools across the city and 73.6% of schools in our peer horizon.
- 19.0% of our self-contained students and 48.5% of our SETTS students made exemplary proficiency gains. 51.1% of our English Language Learners, 67.3% of our lowest third, and 62.5% of our self-contained/CTT/SETSS students were in the 75<sup>th</sup> percentile or higher.

Note: Although our student performance has dropped, as compared to the last three years, our performance, as compared to the city as well as our peer horizon, continues to remain competitive. Our students continue to make progress as they are continually held to higher standards.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

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- 1) By June 2011, 26 % (22 out of 88) level 2 students in grades three through five will demonstrate proficiency in writing by achieving a level 3 or higher as measured against a grade specific standards based writing rubric.
  - a. Our classroom teachers as well as our AIS teachers will be accountable.
  - b. We will analyze the February and March Predictive exams and ELA Day results to determine how the students are progressing.
  - c. We will reach this goal by June 2011 when the students are tested and receive a Level 2 or higher.
  
- 2) By June 2011, 73% of our grade one through grade five students (424 out of 581) will improve literacy skills measured by Monitoring for Results Literacy folders (which are collected and analyzed bi-monthly).
  - a. Our classroom teachers, AIS teachers (Foundations, Wilson, Reading Recovery), and F-status staff will be accountable.
  - b. We will review student portfolios, teacher's review charts, and assessment results from September through June to determine how the students are progressing.
  - c. By June 2011, our students will move two or more Fountas & Pinnell levels.
  
- 3) By June 2011, there will be an increase in student progress toward achieving state standards as measured by a 6% increase in students scoring level 3 and 4 on the New York State English Language Arts Exam.
  - a. Our classroom teachers as well as our AIS teachers will be accountable.
  - b. We will analyze the February and March Predictive exams and ELA Day results to determine how the students are progressing.
  - c. By June 2011, our students will move from a Level 2 to a Level 3 and Level 4's will increase proficiency.

- 4) By June 2011, our English Language Learners will demonstrate progress toward achieving state standards as measured by a 6% increase in students scoring at level 3 and 4 on the New York State English Language Arts Exam.
  - a. Our classroom teachers as well as our ESL teachers will be accountable.
  - b. We will analyze the February and March Predictive exams and ELA Day results to determine how the students are progressing.
  - c. By June 2011, our English Language Learners will move from a Level 2 to a Level 3 or higher on the NYS ELA exam.
  
- 5) By June 2011, students receiving special education services will demonstrate progress toward achieving state standards as measured by a 6% increase in students scoring a level 2 or higher on the New York State English Language Arts Exam.
  - a. Our classroom teachers as well as our Special Education Teachers and IEP Teachers will be accountable.
  - b. We will analyze the February and March Predictive exams and ELA Day results to determine how the students are progressing.
  - c. By June 2011, our students receiving special education services will move from a Level 1 to a Level 2 or higher on the NYS ELA exam.

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Grades 3 – 5 ELA**

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>1) By June 2011, 26 % (22 out of 88) level 2 students in grades three through five will demonstrate proficiency in writing by achieving a level 3 or higher as measured against a grade specific standards based writing rubric.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• Classroom teachers as well as AIS teachers will be responsible for students meeting goal.</li> <li>• AIS services, SETSS, Speech</li> <li>• AIS block for small group learning sessions</li> <li>• Differentiated classroom instruction to meet the learning needs of all students</li> <li>• Extended Day sessions available for students in need</li> <li>• A data driven approach is used to improve student performance using multiple measures to identify and address student weaknesses and target areas for growth on a continuous basis.</li> <li>• Goal will be met by June 2011</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>– Fair Student Funding</li> <li>– C4E – reduced class size – Grade 4</li> <li>– Tax Levy Classroom Teachers @ average salary</li> <li>– Afterschool per session @ contractual rate</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>– November Predictive exams and ELA Day results (Mastery=70%)</li> <li>– December Predictive exams and ELA Day results (Mastery=70%)</li> <li>– Periodic review of student portfolios will allow teachers to track student progress</li> <li>– Student results are Level 2 and higher</li> </ul>

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** Literacy in Grades 1 – 5

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>2) By June 2011, 73% of our grade one through grade five students (424 out of 581) will improve literacy skills measured by Monitoring for Results Literacy folders (which are collected and analyzed bi-monthly).</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• Classroom teachers as well as AIS teachers will be responsible for students meeting goal.</li> <li>• Daily implementation of Guided Reading and Writer’s Workshop</li> <li>• Staff-development in small group reading instruction</li> <li>• We will continue with “looping” providing continuity in instruction</li> <li>• Incorporate technology into language learning</li> <li>• Extended day available to students in need</li> <li>• A data driven approach is used to improve student performance using multiple measures to identify and address student weaknesses and target areas for growth on a continuous basis.</li> <li>• By June 2011, our students will move two or more Fountas &amp; Pinnell levels.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>– Fair Student Funding</li> <li>– Tax Levy Classroom Teachers @ average salary</li> <li>– Afterschool per session @ contractual rate</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>– Review of Student Portfolios, teacher’s review charts, Monitoring for Results Literacy Folders and assessment results in:             <ul style="list-style-type: none"> <li>o October, December, February, April, June</li> </ul> </li> </ul>

**Subject/Area (where relevant):** Grades 3 – 5 ELA Level 3 & Level 4

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>3) By June 2011, there will be an increase in student progress toward achieving state standards as measured by a 6% increase in students scoring level 3 and 4 on the New York State English Language Arts Exam.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Classroom teachers as well as AIS teachers will be responsible for students meeting goal</li> <li>• AIS Services</li> <li>• Staff development for guided reading and critical thinking skills</li> <li>• Extended day program utilizing test sophistication books</li> <li>• A data driven approach is used to improve student performance using multiple measures to identify and address student weaknesses and target areas for growth on a continuous basis.</li> <li>• Modifying the curriculum to targeting skills needed for success on the NYS ELA exam</li> <li>• Goal will be met by June 2011</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> <li>➤ Fair Student Funding</li> <li>➤ Tax Levy Classroom Teachers @ average salary</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>➤ November Predictive exams and ELA Day results (Mastery=70%)</li> <li>➤ December Predictive exams and ELA Day results (Mastery=70%)</li> <li>➤ Periodic review of student portfolios will allow teachers to track student progress</li> </ul>

**English Language Learners**

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>4) By June 2011, our English Language Learners will demonstrate progress toward achieving state standards as measured by a 6% increase in students scoring at level 3 and 4 on the New York State English Language Arts Exam.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Classroom teachers as well as ESL teachers will be responsible for students meeting goal.</li> <li>• 4 ESL teachers will work with small groups of ELL students for one or two periods a day, based on student needs and state regulations.</li> <li>• Test Prep for NYSESLAT and NYS ELA exam</li> <li>• AIS block providing additional small-group instruction for at-risk and beginning ELLs</li> <li>• Modified classroom instruction to meet the needs of ELLs; scaffolding to meet ELL learning needs</li> <li>• Utilizing interim assessments for differentiated instruction</li> <li>• A data driven approach is used to improve student performance using multiple measures to identify and address student weaknesses and target areas for growth on a continuous basis.</li> <li>• Language Allocation Policy team to monitor the progress of ELLs</li> <li>• Parent ESL classes to help the parents assist their children</li> <li>• Goal will be met by June 2011</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> <li>– Tax Levy Classroom Teachers @ average salary</li> <li>– Fair Student Funding: 4 ESL teachers @ average salary plus fringe (%)             <ul style="list-style-type: none"> <li>○ Supplemental Materials</li> </ul> </li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>– November Predictive exams and ELA Day results (Mastery=70%)</li> <li>– December Predictive exams and ELA Day results (Mastery=70%)</li> <li>– We will have an increase in the number of English Language Learners who obtain a Level 3 or higher</li> </ul>

**Subject/Area (where relevant):** Students Receiving Special Education Services

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>5) By June 2011, students receiving special education services will demonstrate progress toward achieving state standards as measured by a 6% increase in students scoring a level 2 or higher on the New York State English Language Arts Exam.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Classroom teachers, Special Education Teachers, and IEP Teachers will be responsible for students meeting goal.</li> <li>• Staff development for team teaching, cooperative learning, learning styles, adapting curriculum for special education 12:1 self-contained</li> <li>• AIS Services: SETSS, Speech</li> <li>• Daily AIS block for small-group learning sessions</li> <li>• Differentiated classroom instruction to meet the learning needs of students receiving special education services</li> <li>• After school and extended day available for students in need</li> <li>• Goal will be met by June 2011</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> <li>• Fair Student Funding: SETSS@ average salary plus fringe (%)</li> <li>• Special needs: 3 Classroom Special Education Teachers/Paras</li> <li>• 2 Speech teachers @ average salary plus fringe (%)</li> <li>• Supplemental Materials</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• November Predictive exams and ELA Day results (Mastery=70%)</li> <li>– December Predictive exams and ELA Day results (Mastery=70%)</li> <li>– We will have an increase in the number of students receiving special education services who obtain a Level 2 or higher on the NYS ELA exam</li> </ul>

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A			1	
1	22	15	N/A	N/A			1	
2	21	13	N/A	N/A	2			
3	30	20	N/A	N/A	2	1	2	1
4	42	25	2	2	2	2		1
5	41	32	4	4	2	1	1	
6								
7								
8								
9								
10								
11								
12								

**Identified groups of students who have been targeted for AIS, and the established criteria for identification:**

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<p><i>Kindergarten through Grade 2 students who are in need of support in ELA participate in Foundations and work in small groups. There are three AIS support teachers who work with small groups of children during the day. Teachers in these grades develop their own differentiated lessons based on the needs of their students during extended day.</i></p> <p><i>Maura Hersh provides professional development and support in the Foundations program for our staff.</i></p> <p><i>Our AIS teachers invite the parents of the students they service in for a workshop designed to review and explain the Foundations program. Parents learn of the strong support given to their children which will help them reach their academic goal.</i></p> <p><i>Teachers use Fountas &amp; Pinnell and childrens progress as assessments. Teachers use WRAP assessments as a placement tool to form guided reading groups. Teachers track their children by completing guided reading graphs every three months to ensure appropriate guided reading level advancement according to Fountas &amp; Pinnell benchmarks. Teachers use ACUITY results and conference notes to reflect on lessons and to plan and guide future instruction based on individualized student needs.</i></p>
<b>Mathematics:</b>	<p><i>AIS services are provided during the school day in the form of small group instruction by teachers and the math AUSSIE using Math Steps, differentiated instruction, math strategies and Math practice on computers, in order to raise proficiency levels. An intervention plan is developed for the upper grades using data from the Acuity (ITA, predictives) and standardized assessments. Supplemental math programs and test prep models and strategies such a, Kaplan, are used both during the day and afterschool in small groups. SETSS is utilized and focuses on hands-on problem solving. Enrichment activities such as the 100<sup>th</sup> Day, Pi Day and Problem of the Week are used to extend understanding and build enthusiasm.</i></p>
<b>Science:</b>	<p><i>In grades 4&amp; 5 during the extended day science program the focus is on small group instruction. There is an increased use of multiple strategies for expository text in order to prepare the students for the upcoming Science test.</i></p>
<b>Social Studies:</b>	<p><i>In grades 4 &amp; 5 during the day and in the extended day, through small group instruction, teachers focus on teaching students how to analyze and respond to document based questions in preparation for the NYS Social Studies test. Test prep strategies are utilized to achieve success.</i></p>

<b>At-risk Services Provided by the Guidance Counselor:</b>	<p><i>At-Risk Guidance:</i></p> <ul style="list-style-type: none"> <li>• <i>Group and individual counseling on an as needed and scheduled basis.</i></li> <li>• <i>Consultation with administration, staff, and parents.</i></li> <li>• <i>Referrals to support agencies.</i></li> </ul> <p><i>Conflict resolution intervention. Counseling, attendance and behavior Modification as well as work-study skills, ACS liaison activities and parent conferencing.</i></p>
<b>At-risk Services Provided by the School Psychologist:</b>	<p><i>Crisis Intervention. At risk counseling, parent consultation.</i></p>
<b>At-risk Services Provided by the Social Worker:</b>	<p><i>A Social Worker is available when staff feels that students are refusing to respond to directions or they are having emotional difficulties. During the school day, the Social Worker is available to meet with students for various emotional problems. The Social Worker meets with parents who have requested help with issues such as bereavement, ADHD diagnosis, and referrals to various mental health professionals and medical professionals. Some are self referrals and some are in response to various staff members concerns about the children The Social Worker is available at P.S. 97 on Tuesdays and Fridays. .</i></p>
<b>At-risk Health-related Services:</b>	<p><i>Physical Therapy - Observations of students in their natural learning environment are made. Suggestions to teachers and parents regarding any possible adaptation/accommodation to enhance the students' participation in the school environment are made. These suggestions are Pre-referral Interventions as outlined by the NYC Department of Education. The process of this referral will take place when it is brought to the attention of the therapists by a PPT.</i></p> <p><i>Occupational Therapy – Using different modalities, games and toys, OT promotes independence in fine motor skills, handwriting, visual perceptual, visual motor, cognitive, ,and proper body positioning for greater efficiency in writing. OT looks at the student as a whole to improve independence in all areas that will help him/her to be more successful in the school environment.</i></p>

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

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**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

**Section I. Student and School Information**

Grade Level(s) K-5      Number of Students to be Served:    117 LEP      616 Non-LEP

Number of Teachers 4      Other Staff (Specify) \_\_\_\_\_

**School Building Instructional Program/Professional Development Overview**

**Section II. Title III, Part A LEP Program Narrative**

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served;

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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*The ELL population at P.S. 97 is approximately 25% of the total school population. Our ELL students, 190 from K through 5, participate in an ESL program that follows a push-in model of instruction. Literacy and developing math skills share the focus as we prepare our ELLs and former ELLs for all New York State assessments. The NYSESLAT, the LAB-R, and students' grade levels are used to place ELL students into level groups. Beginner and intermediate level receive 360 minutes of ESL instruction per week, the advanced students receive 180 minutes, and the proficient students receive 45 minutes per week from four NYS certified ESL teachers. ELL students are provided with instructional strategies and practices focusing on both English language proficiency and academic achievement. Differentiated instruction focuses on developing social and academic language skills in the four strands of listening, speaking, reading, and writing, aligned to the comprehensive core knowledge curriculum which supports work in Mathematics, Social Studies, Science, and Art in connection to Literacy. These skills are acquired through the following strategies:*

- *Quality Teaching of English Learners (QTEL), consisting of six scaffolding strategies: modeling, bridging, contextualization, schema building, re-representation, and metacognition.*
- *Cognitive Academic Language Learning Approach (CALLA), integrating with our teachers' instruction to meet the academic needs*
- *Balanced Literacy, Principles of Learning, Writer's Workshop, Treasure Chest—an ELL reading program, Total Physical Response, Application to content area curriculum*
- *Students participate in Extended Day, Afterschool instruction and clubs, and Mid-Winter/Spring Recess sessions and summer enrichment.*

*The English Language Learners participate in our Balanced Literacy Program, which includes a Read Aloud, shared reading, and guided reading development. We also develop students letter/sound recognition skills through the Foundations Phonics and Wilson Reading Program, the Everyday Math Program, and a "hands on" Science program. The ELLs also receive academic intervention services in reading and math. Our four ESL teachers are using the Treasure Chest reading series, which places an emphasis on vocabulary development and English Language Arts.*

*Planning sessions will be scheduled for classroom teachers and ELL providers to develop and modify plans with a focus on improving reading fluency, writing, speaking, language acquisition, vocabulary development and listening skills in the following ways:*

- *Teachers will be encouraged to confer with the classroom and ELL teacher to ensure planning is aligned with instruction taking place in students' routine school schedule*
- *Prior to reading to children, staff begins with a picture walk or book tour. Students then make predictions and listen to what others think may happen as a means to enhance listening and verbal skills.*
- *Provide brainstorming session for students; have student write quick notes to tap into their prior knowledge. Predictions may be transferred on to charts and overheads, which provides the opportunity for ELL students to view English language.*
- *AIS block provides additional small-group instruction for at-risk and beginning ELLs*
- *ESL students are serviced by a bilingual speech therapist. They receive occupational therapy, physical therapy and SETSS.*

*Services are provided by the school psychologist and social worker.*

*We provide an Extended Day session, Monday, Tuesday, from 2:20 p.m. to 3:35 p.m. During this time, we offer literacy and math instruction to our students in need of additional services. ELLs may participate in Extended Day, after our regular school day, where they receive instruction in*

*vocabulary development, practice reading comprehension, and increase their math skills. The additional time serves to promote the ELLs' listening and speaking skills, as well as provide practice time for reading and writing skill development and math instruction.*

*From October through December, and then again in January through March, on Mondays and Tuesdays, from 2:20 to 3:35 pm, our school offers various after school clubs, in which our ELLs may participate. These clubs range in focus from, art, dancing, gardening and intramurals. These clubs provide time for our ELLs to further develop their listening/speaking and reading/writing skills in an activity based environment. As our ELLs pursue subjects of their own interest in a natural setting, they have many opportunities to practice speaking English, thus enhancing their language skills in a non-threatening atmosphere. As teachers focus on vocabulary enrichment, while students learn to express themselves through the arts, for example, language usage includes terms such as left/right, fast/slow, counting steps, and following directions as part of the learning process. Teachers licensed in art, ESL, reading, and common branches instruct these clubs. These clubs will run for about 25 sessions. Students, including ELLs, in grades K through 2 may join these clubs, which have about 10-20 students in each group. Materials to be purchased include science and art supplies.*

*During our Winter Break and Spring Break, our school will offer literacy and math instruction in preparation for the NYS assessments. Students in grades 3-5, including ELLs and former ELLs, will participate in these programs. Each group will have about 10-15 students. The teachers for these literacy and math classes will be NYS certified members of our staff. They will use literacy and math manipulatives and consumable books. Teachers will be compensated at the per session rate. The focus will be on vocabulary development, reading comprehension, and developing math skills.*

**Professional Development Program** – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

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*ESL teachers receive monthly ongoing professional development from September to June offered by the ELL Specialist from the Knowledge Network, school staff developer, bilingual intervention specialist, and other staff members in implementing ESL methodologies, NYS ESL standards, integration of content areas, assessments and assessment tools. All teachers will be afforded opportunities to receive professional development in ESL including topics such as:*

- *Language and Language Acquisition/Language Acquisition through Literacy Development*
- *Assessment Driven Instruction Using Data*
- *Cultures and Cultural Diversity*
- *ESL Methodologies*
- *Integrating ESL in the Content Area*
- *CALLA, QTEL*
- *Portfolio Assessment*
- *Differentiated instruction for ELLs based on proficiency levels.*

*P.S. 97's professional development for Title III teachers will include training sessions that focus on helping English Language Learners achieve success in school. Throughout the school year, the ESL and classroom teachers, and administrators will participate in workshops which will explore*

topics which include *Promoting Academic Success for English Language Learners, Preparing English Language Learners for Standardized Assessments, Strategies to Improve Comprehension, Understanding Immigrant Children, Helping English Language Learners Write About What They Read, Differentiating Instruction, and Stages of Second Language Development.*

**Section III. Title III Budget**

School: 27Q097 BEDS Code: 342700010097

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$10,000	The Title III funding provides our ELL and Former ELL population with morning and afterschool clubs, as well as Literacy and Math instruction.
<b>Purchased services</b> - High quality staff and curriculum development contracts.	N/A	
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$6,200	Consumable books and NYSESLAT Test Prep materials. ELA and Math State test materials to support the state exams. Treasure Chest reading series for Ells. Materials: art supplies,
<b>Educational Software (Object Code 199)</b>	\$10,000	
<b>Travel</b>	N/A	
<b>Other</b>	N/A	
<b>TOTAL</b>	\$26,200	

# SAMPLE STUDENT SCHEDULE 2009-2010 (ESL)

ESL Program Type:     \_\_\_ Free-Standing     Push-in     \_\_\_ Pull-out  
 Indicate Proficiency Level:     Beginning     \_\_\_ Intermediate    \_\_\_ Advanced

School District:     27

School Building:    The Forest Park School, P.S. 97, Q

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b>	From: <b>8:00 a.m.</b> To: <b>8:45 a.m.</b>	Subject (Specify) <b>Read Aloud</b>	Subject (Specify) <b>Shared Reading</b>	Subject (Specify) <b>ESL</b>	Subject (Specify) <b>ESL</b>	Subject (Specify) <b>Technology</b>
<b>2</b>	From: <b>8:50 a.m.</b> To: <b>9:35 a.m.</b>	Subject (Specify) <b>ESL</b>	Subject (Specify) <b>ESL</b>	Subject (Specify) <b>Science</b>	Subject (Specify) <b>ESL</b>	Subject (Specify) <b>ESL</b>
<b>3</b>	From: <b>9:40 a.m.</b> To: <b>10:25 a.m.</b>	Subject (Specify) <b>Writer's Workshop</b>	Subject (Specify) <b>Technology</b>	Subject (Specify) <b>ESL</b>	Subject (Specify) <b>Writer's Workshop</b>	Subject (Specify) <b>ESL</b>
<b>4</b>	From: <b>10:30 a.m.</b> To: <b>11:20 a.m.</b>	Subject (Specify) <b>L</b>	Subject (Specify) <b>U</b>	Subject (Specify) <b>N</b>	Subject (Specify) <b>C</b>	Subject (Specify) <b>H</b>
<b>5</b>	From: <b>11:25 a.m.</b> To: <b>12:15 p.m.</b>	Subject (Specify) <b>Math</b>	Subject (Specify) <b>Writer's Workshop</b>	Subject (Specify) <b>Writer's Workshop</b>	Subject (Specify) <b>Math</b>	Subject (Specify) <b>Writer's Workshop</b>
<b>6</b>	From: <b>12:20 p.m.</b> To: <b>1:10 p.m.</b>	Subject (Specify) <b>Science</b>	Subject (Specify) <b>Math</b>	Subject (Specify) <b>Math</b>	Subject (Specify) <b>Math</b>	Subject (Specify) <b>Math</b>
<b>7</b>	From: <b>1:15 p.m.</b> To: <b>2:00 p.m.</b>	Subject (Specify) <b>Math</b>	Subject (Specify) <b>Math</b>	Subject (Specify) <b>Math</b>	Subject (Specify) <b>Physical Education</b>	Subject (Specify) <b>Math</b>
<b>8</b>	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
<b>9</b>	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
<b>10</b>	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

# SAMPLE STUDENT SCHEDULE 2009-2010 (ESL)

ESL Program Type:     \_\_\_ Free-Standing     Push-in     \_\_\_ Pull-out  
 Indicate Proficiency Level:     \_\_\_ Beginning      Intermediate     \_\_\_ Advanced

School District:     27

School Building:    The Forest Park School, P.S. 97, Q

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b>	From: <b>8:00 a.m.</b> To: <b>8:45 a.m.</b>	Subject (Specify) <b>ESL</b>	Subject (Specify) <b>ESL</b>	Subject (Specify) <b>Read Aloud</b>	Subject (Specify) <b>ESL</b>	Subject (Specify) <b>Technology</b>
<b>2</b>	From: <b>8:50 a.m.</b> To: <b>9:35 a.m.</b>	Subject (Specify) <b>ESL</b>	Subject (Specify) <b>ESL</b>	Subject (Specify) <b>ESL</b>	Subject (Specify) <b>ESL</b>	Subject (Specify) <b>Guided Reading</b>
<b>3</b>	From: <b>9:40 a.m.</b> To: <b>10:25 a.m.</b>	Subject (Specify) <b>Writer's Workshop</b>	Subject (Specify) <b>Social Studies</b>	Subject (Specify) <b>Physical Educaiton</b>	Subject (Specify) <b>Writer's Workshop</b>	Subject (Specify) <b>Writer's Workshop</b>
<b>4</b>	From: <b>10:30 a.m.</b> To: <b>11:20 a.m.</b>	Subject (Specify) <b>L</b>	Subject (Specify) <b>U</b>	Subject (Specify) <b>N</b>	Subject (Specify) <b>C</b>	Subject (Specify) <b>H</b>
<b>5</b>	From: <b>11:25 a.m.</b> To: <b>12:15 p.m.</b>	Subject (Specify) <b>Math</b>	Subject (Specify) <b>Writer's Workshop</b>	Subject (Specify) <b>Writer's Workshop</b>	Subject (Specify) <b>Science</b>	Subject (Specify) <b>Art</b>
<b>6</b>	From: <b>12:20 p.m.</b> To: <b>1:10 p.m.</b>	Subject (Specify) <b>Technology</b>	Subject (Specify) <b>Science</b>	Subject (Specify) <b>Math</b>	Subject (Specify) <b>Library</b>	Subject (Specify) <b>Math</b>
<b>7</b>	From: <b>1:15 p.m.</b> To: <b>2:00 p.m.</b>	Subject (Specify) <b>Math</b>	Subject (Specify) <b>Math</b>	Subject (Specify) <b>Math</b>	Subject (Specify) <b>Math</b>	Subject (Specify) <b>Social Studies</b>
<b>8</b>	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
<b>9</b>	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
<b>10</b>	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

# SAMPLE STUDENT SCHEDULE 2009-2010 (ESL)

ESL Program Type:        \_\_\_ Free-Standing     x  Push-in        \_\_\_ Pull-out  
 Indicate Proficiency Level:        \_\_\_ Beginning        \_\_\_ Intermediate        \_\_\_  X  Advanced

School District:         27

School Building:         The Forest Park School, P.S. 97, Q

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b>	From: <b>8:00 a.m.</b> To: <b>8:45 a.m.</b>	Subject (Specify) <b>Read Aloud</b>	Subject (Specify) <b>ESL</b>	Subject (Specify) <b>Physical Education</b>	Subject (Specify) <b>Technology</b>	Subject (Specify) <b>ESL</b>
<b>2</b>	From: <b>8:50 a.m.</b> To: <b>9:35 a.m.</b>	Subject (Specify) <b>ESL</b>	Subject (Specify) <b>Guided Reading</b>	Subject (Specify) <b>ESL</b>	Subject (Specify) <b>Read Aloud</b>	Subject (Specify) <b>Guided Reading</b>
<b>3</b>	From: <b>9:40 a.m.</b> To: <b>10:25 a.m.</b>	Subject (Specify) <b>Writer's Workshop/ELA</b>	Subject (Specify) <b>Writer's Workshop/ELA</b>	Subject (Specify) <b>Guided Reading/ELA</b>	Subject (Specify) <b>Guided Reading/ELA</b>	Subject (Specify) <b>Science</b>
<b>4</b>	From: <b>10:30 a.m.</b> To: <b>11:20 a.m.</b>	Subject (Specify) <b>L</b>	Subject (Specify) <b>U</b>	Subject (Specify) <b>N</b>	Subject (Specify) <b>C</b>	Subject (Specify) <b>H</b>
<b>5</b>	From: <b>11:25 a.m.</b> To: <b>12:15 p.m.</b>	Subject (Specify) <b>Math</b>	Subject (Specify) <b>Math</b>	Subject (Specify) <b>Writer's Workshop</b>	Subject (Specify) <b>Writer's Workshop</b>	Subject (Specify) <b>Writer's Workshop</b>
<b>6</b>	From: <b>12:20 p.m.</b> To: <b>1:10 p.m.</b>	Subject (Specify) <b>Social Studies</b>	Subject (Specify) <b>Math</b>	Subject (Specify) <b>Math</b>	Subject (Specify) <b>Math</b>	Subject (Specify) <b>Math</b>
<b>7</b>	From: <b>1:15 p.m.</b> To: <b>2:00 p.m.</b>	Subject (Specify) <b>Math</b>	Subject (Specify) <b>Science</b>	Subject (Specify) <b>Math</b>	Subject (Specify) <b>Math</b>	Subject (Specify) <b>Math</b>
<b>8</b>	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
<b>9</b>	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
<b>10</b>	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

### APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

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

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

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

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

*The information offered on the Home Language Survey form indicates the languages spoken in our school community and how many families need translation and interpretation. Also, the ATS provides us with information for identifying our students' home languages. Information is recorded on the emergency card, HLIS, and kept on file in the main office.*

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

*Parent Coordinator created a home language chart by class and grade. The findings from this chart were as follows:*

- *P.S. 97 needs to supply written translation and oral interpretation for Spanish (home language of approximately 70% of our student population). Chinese, Bengali, and Arabic, are languages represented by approximately 17% of our student population.*
- *These findings were reported to the school community through monthly correspondence, including our monthly newsletter and calendar.*

#### **Part B: Strategies and Activities**

---

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

*The Department of Education Translation Services provides translation and interpretation services for daily correspondence. The following activities during the school year 2010-2011 need written translation in Spanish, Chinese and other native languages:*

- *Assist parents in filling out registration forms and cards, home language survey, and program selection forms.*
- *School letters to parents, including permission slips for class trips and school events, and other notices from the NYC Dept. of Education and District 27.*
- *School information posted for community members.*

- *Comments on report cards to parents, classroom teacher letters to parents, some documents from the SBST.*
- *Testing and scoring of NYS assessments.*
- *Letters and flyers from our parent coordinator and parent newsletter "Making the Connection".*
- *Parent letters to school.*
- *We have provided our ELL population with the Parents Bill of Rights in the necessary languages.*
- *All appropriate school signage are posted in front of the main office and the Parent Coordinator's room. They are readily accessible to all parents in the appropriate languages.*
- *With planning and scheduling translation services accepts request forms for translations and completes the translations within 10 days of receipt of the document.*

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

*Oral interpretation will be provided by school staff, parent volunteers, and Translation Services provided by the DOE. The following activities will need oral interpretation:*

- *Meetings organized by the SBST.*
- *Parent workshops, orientations and meetings sponsored by the school.*
  - *Parent Coordinator has established a buddy system where parents help parents during school events. They interpret in the necessary language and explain the purpose of the events.*
- *Parent Teacher Conferences.*
- *Registration forms and Blue Emergency Home Contact cards, home language surveys, and program selection forms.*
- *Telephone calls requested by teachers, administration, nurse and the SBST.*
- *Messages from our parent coordinator.*
- *Help parents communicate their concerns and messages.*
- *Staff is readily available when needed for interpretation.*

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

*Based on our school's written translation and oral interpretation needs, we will perform written translation as described in Part B, #1, and will provide oral interpretation as described in Part B, #2. In accordance with Section VII of the Chancellor's Regulations A-663 written notification will be sent to parents announcing the availability of translation and interpretation services at our school.*

*A copy of such notification will also be posted in a prominent location near the main office. The parent coordinator will have all information available for review.*

## APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

*All Title I schools must complete this appendix.*

### Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

### Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$504,456.00	\$13,177.00	\$517, 633.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$ 5,044.56	\$ 131.77	
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$ 25,222.80	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$ 50,445.60	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2010-2011 school year: 99%
6. If the percentage of high quality teachers during 2010-2011 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

### Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

***Title I, Part A, Subpart I, Section 118 Parent Involvement, (d):***

**(d) SHARED RESPONSIBILITIES FOR HIGH STUDENT PERFORMANCE**

**As a component of the school-level parental involvement policy developed under subsection**

(b), each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff and students will share the responsibility for improved student achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards.

Such compact shall –

“(1) describe the school’s responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the State’s student performance standards, and the ways in which each parent will be responsible for supporting their children’s learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child’s classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and

“(2) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum-

“(A) parent-teacher conferences in elementary school, at least annually, during which the compact shall be discussed as the compact relates to the individual child’s achievement;

“(B) frequent reports to parents on their children’s progress; and

“(C) reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities.”

**Explanation – School-Parent Compact:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

## Student – Parent/Guardian School Compact

*Dear Parents/Guardians and Students:*

*Please read and sign the following school discipline code with your child.*

- I promise not to push or touch any one, I will not tease other people or touch their belongings.
- I promise to walk through the building in an orderly manner. I will always walk with a pass.
- I promise not to throw anything in or around the school building. I will keep my cafeteria especially clean.
- I promise to use a quiet voice and behave in the auditorium, cafeteria and hallways. I will respond to the quiet requests immediately.
- I promise to be careful in the bathroom and not use it as a play area.
- I promise to use appropriate language at all times.
- I promise to follow all school bus rules and respond to the adult in charge.

*I am aware of the following consequences should I break my promise to follow the above rules.*

- A note explaining which rules were broken will be sent home to my parents/guardian.

- A telephone call will be made home to discuss the behavior with my parent/guardian.
- My parent/guardian will come to school for a parent – teacher conference.
- In-house detention for repeated or severe infractions.
- Suspension.

**I have read this discipline code and will try to do my best to follow these expectations while I am in school.**

Student Signature: \_\_\_\_\_

Print Student Name: \_\_\_\_\_

**I have read this discipline code with my child and I will do my best to ensure that my child understands and follows the rules of the school.**

Parent/Guardian Signature: \_\_\_\_\_

Print Parent/Guardian Name: \_\_\_\_\_

## **SCHOOL/PARENT COMPACT**

Dear Parents,

As part of the goals and objectives of our School Leadership Team, we have developed a **School/Parent Compact**, which provides for increased parent involvement at P.S. 97 in making decisions, which affect the education of your child. Please read and review the P.S. 97 **School/Parent Compact** and return the tear off to your child’s teacher. If you have any concerns or suggestions for our **School/Parent Compact**, please feel free to make an appointment to see me. As always, your involvement and participation in our School Leadership Team is welcome.

Thank you for your continued support and cooperation.

Sincerely,

Maureen P. Ingram  
Principal

\*\*\*\*\*

## “PARENTS ARE PARTNERS”

“When parents actively participate in their children’s education, studies have shown that their children do better. Neither schools nor parents alone can ensure the educational success of the child. It takes working together toward this common goal. In a society comprised of diverse family structures, and with so many demands placed on them, schools needs become even more sensitive to family needs. Steps should be taken to ensure that parents, in cooperation with their children’s school, have an opportunity to share in their children’s educational experience. Toward that end: The new Federal Improving America’s School Act, provides that each Title I school shall jointly develop with parents a School/Parent Compact that outlines how parents, the entire school staff and students will share that responsibility for improved school achievement.”

\*\*\*\*\*

**The entire P.S. 97 school community of school staff, parents and students working cooperatively in providing for a successful educational experience for all students agrees that:**

**P.S. 97 AGREES:**

1. To provide annual meetings for Title I parents, to be held in October of each school year, to inform them of the Title I program at P.S. 97 and their right to be involved. A flexible number of meetings at various times will be arranged to take into account parent needs.
2. To actively involve parents in planning, reviewing and improving the Title I programs and parental involvement policies at P.S. 97 through a Parent Advisory Council committee which holds monthly meetings.
3. To provide parents with timely information about all programs.
4. To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.
5. To provide high quality curriculum and instruction.
6. To provide students with the educational materials necessary to achieve success.
7. To deal with communication issues between teachers and parents through:
  - a. parent teacher conference
  - b. monthly reports to parents on their children’s progress
  - c. scheduled access to staff with opportunities to participate in and observe their child’s class
  - d. to provide opportunities for parents to participate in school-wide activities
  - e. to assure that parents may participate in professional development activities if the school determines that it is appropriate, i.e. workshops on reading/math strategies, behavior modification programs, etc.
  - f. to work together with the entire school community through the School Leadership Team and other school activities to provide an optimal educational experience for children.

**P.S. 97 PARENTS AGREE:**

1. To become involved in developing, implementing, evaluating and revising the school/parent involvement policy which will be evaluated by June 2011.
2. To use or request assistance that the school or District may offer on child rearing practices and teaching/learning strategies
3. To work daily with our children towards improving their schoolwork
4. To monitor our children's:
  - a. attendance at school to achieve the Chancellor's promotional standard of 94% attendance
  - b. class work and homework
  - c. correspondence from the teacher or school
  - d. television watching
5. To share the responsibility for improving student achievement
6. To communicate with our children's teacher about their educational needs
7. To actively participate in the P.S. 97 Parent Teacher Association and other related school activities
8. To reach out to the parent community on what type of raining or assistance we would like in order to further enhance the educational program

\*\*\*\*\*

I have read and reviewed the P.S. 97 School Parent Compact. I will make every effort to insure that the agreements noted are adhered to by my child/children, the school and myself. Please sign and return to your child's teacher.

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
 Child's Name (s): \_\_\_\_\_ Classes: \_\_\_\_\_

**Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

**Section I: Schoolwide Program (SWP) Required Components**

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

*As outlined in our Quality Review, as well as the findings from standardized tests, students performance and documentation by teacher assessment and portfolios, we have decided upon the strategies outlined in our IEP, in order to deliver a high quality education for every student at P.S. 97Q.*

2. Schoolwide reform strategies that:

- a) *We will provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement by providing Afterschool and morning programs, as well as a Winter Break ELA Program and a Mid-Winter Break Math program.*
- b) *We will practice effective methods and instructional strategies which are based on scientifically-based research:*
  - o *We will provide an enriched and accelerated curriculum including a Chess program and a morning technology program.*
  - o *Limited English speaking parents are provided an opportunity to attend ESL Classes provided by the Office of Adult Education to enable to learn the English language to help them adapt to the American way as well as help their children.*
  - o *F-status staff, AIS teachers, and Reading Recovery teachers work with small groups to provide them with additional help to allow them to meet the state standards.*

3. Instruction by highly qualified staff.

*All newly hired staff will be appropriately certified as set forth by the DOE and State of New York. New teachers will be mentored by highly qualified experienced teachers throughout their first year. Ongoing professional development will continue for all staff.*

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

*Our school's Professional Development Committee will assess our school's needs and our teachers' wants in order to provide meaningful professional development. Emphasis will continue to be placed on our Balanced Literacy program. Professional development will take place at our monthly faculty meetings, grade conferences, and on targeted DOE professional development days. Parent Workshops will be given throughout the year to help our parents help their children be successful learners. Topics such as literacy, math, ELL learners, test-taking strategies and our Principal's Book of the Month will be offered.*

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

*Our administration will insure that only highly qualified staff become part of our school community*

6. Strategies to increase parental involvement through means such as family literacy services.

*P.S. 97Q will continue to have a full time Parent Coordinator who will be responsible for promoting parental involvement and addressing parental concerns. Parent involvement will include:*

- ❖ *Pre-Kindergarten and Kindergarten Orientation*
- ❖ *Open House introducing various staff from the school including the nurse, custodian and kitchen staff.*
- ❖ *Workshops on Test-taking strategies and what each student should know to reach success*

- *Grades 3, 4, & 5, Literacy and Math*
- *Grade 4, Science*
- ❖ *Literacy Enhancement Workshops*
  - *Read Alouds of the Principal's Book of the Month*
  - *Read Alouds of various stories*
  - *Family Literacy Enhancement through the Queens Public Library*
  - *Read Alouds by the children's librarian from the Woodhaven Branch Public Library*
- ❖ *ELL Parent Orientation and NYSESLAT Test-Prep Workshop*
- ❖ *Multi-Cultural Potluck Dinner*
- ❖ *Chinese New Year Celebration*
- ❖ *Breast Cancer Awareness Walk-A-Thon*

*Parent involvement is also encouraged through our Parent Teacher Association, School Leadership Team, Nutrition Committee and Parent Advisory Council.*

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
  - *Pre-Kindergarten Orientation – Orientation to help parents make the transition for their children beginning school.*
  - *Kindergarten Orientation – our school will hold a Kindergarten Orientation in the spring to provide parents with information about P.S. 97Q. School personnel will discuss the role of parents in the school and in their kindergartener's transition to a new learning environment.*
  
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

*Our teachers are included in the decision making process regarding the use of assessments. Unit assessments and District 27 practice tests also afford our teachers the opportunity to decide on the areas in which their instructional program needs to be adjusted in order to help their students meet the grade level standards. Staff will meet and discuss the use of academic assessments during grade conferences and monthly faculty conferences.*

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

## **ELA**

- *AIS teachers provide at-risk Academic Intervention Services during the day for one class period to students who are at risk of not meeting State standards. This intervention can be either a push-in or pull-out program. Services are provided in Reading and Writing.*
- *ELL students who scored below proficiency on the NYSESLAT receive either 360 or 180 minutes of ELL instruction per week.*
- *A Staff Developer works with classroom teachers to insure small group strategy lessons.*
- *ECLAS2, WRAP, Interim Assessments, NY State exams, teacher observation and portfolio assessments will be used by both classroom teachers and AIS providers to drive instruction for individual students.*
- *At risk students will be encouraged to attend the extended day 50 minute program.*
- *At risk students will also be offered an afterschool program following extended day.*
- *Kaplan, a test prep program, will be used in grades 3, 4 and 5 in both Language Arts and Mathematics.*
- *The Library Media Center will be used for research to assist at risk students.*
- *Summer school will be provided for all Level 1 students.*
- *Wilson Grade 3, 4, & 5 students – pull-out program*

## **Mathematics**

*Mathematics activities are provided to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards are provided with effective, timely additional assistance throughout the school day. The math coach works with the classroom teachers. Students are grouped according to ability during math lessons. Classroom teachers teach using a whole/small/whole model, which encompasses the ELL, as well as the PIP at risk students. The teachers apply dynamic strategies and multiple methods for problem solving. They use concrete modeling and manipulatives as a pathway to ensure understanding.*

*To help our students meet NYS Core Curriculum Standards, we have implemented the use of Everyday Mathematics. This enables the teacher to adjust to and support the student's individual needs. A monthly pacing calendar allows the teacher to individualize using lesson related support materials and activities for the slower progressing, at risk student. This in conjunction with the use of the Math Steps meets the requirements of the NYS Core Curriculum.*

- *The Staff Developer implements intervention with a push-in or pull-out program during the daily Math block; at least two times a week for PIP children.*
- *At risk students are encouraged to attend the extended day 150 minute program which focuses on math intervention.*
- *Kaplan Math, a test prep program, will be implemented in grades 3, 4 and 5.*
- *Summer school will be provided for all level 1 at risk students.*
- *Parent workshops are scheduled throughout the school year to explain math goals and concepts.*
- *Ongoing staff development will improve teachers' ability to teach the necessary strategies to develop student abilities in reasoning, operations, modeling, patterns, and problem solving.*

*At risk services provided by guidance counselor:*

1. *The guidance counselor provides:*
  - a. *Group and individual counseling on an as needed and scheduled basis.*

- b. Consultation with administration, staff and parents.
- c. Referrals to support agencies.
- d. Conflict resolution intervention.

### **Science**

1. Extended day, 150 minute program, will focus on the area of science to insure at risk grade four students receive extra help in preparation for the NYS Science exam.
2. The library/media center will provide science material to enhance the science program.
3. Science cluster teacher will drive instruction toward the NYS 4<sup>th</sup> Grade Science test.

### **Social Studies**

1. Extended day, 150 minute program, will focus on the area of social studies to insure at risk grade five students receive extra help in preparation for the NYS Social Studies exam.
2. The library/media center will provide social studies material to enhance the social studies program.
3. Social Studies cluster teacher will drive instruction toward the NYS Grade 5 Social Studies test.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

*Parents and students will be offered the opportunity to participate in Health and Nutrition programs offered by Cornell University. ESL parents will be offered the opportunity to participate in ESL classes.*

## **Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### ***Explanation/Background:***

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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**Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.
		Yes	No	N/A		
Title I, Part A (Basic)	Federal	x			504,456	x 13, 17, 36
Title I, Part A (ARRA)	Federal	x			13,177	x 37
Title II, Part A	Federal	x			436,946	x 13, 14, 15, 16, 17
Title III, Part A	Federal	x			26,200	x 16
Title IV	Federal			N/A	0	
IDEA	Federal	x			105,943	x 17, 19, 38
	Local	x			4,178,207	x 13, 14, 15, 16, 17

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

**Note:** The intent and purposes of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

- a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
  5. Provide instruction by highly qualified teachers;
  6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
  7. Provide strategies to increase parental involvement; and
  8. Coordinate and integrate Federal, State and local services and programs.

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING**  
**NOT APPLICABLE**

*This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

**Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

**Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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School Under Registration Review (SURR)

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

**NOT APPLICABLE**

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>

## **APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

We currently have   6   students in temporary housing.

2. Please describe the services you are planning to provide to the STH population.

We are making certain that bus service is available to these students so they can get to school without and difficulties.

### **Part B: FOR NON-TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES**

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 097 Forest Park					
<b>District:</b>	27	<b>DBN:</b>	27Q097	<b>School</b>		342700010097

**DEMOGRAPHICS**

Grades Served:	Pre-K	v	3	v	7	11	
	K	v	4	v	8	12	
	1	v	5	v	9	Ungraded	v
	2	v	6		10		

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	18	18	18		93.0	93.4	93.8
Kindergarten	116	115	101				
Grade 1	119	121	119	<b>Student Stability - % of Enrollment:</b>			
Grade 2	121	127	119	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	126	122	115		93.4	94.0	95.3
Grade 4	121	116	126				
Grade 5	121	133	126	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		86.0	86.5	88.6
Grade 8	0	0	0				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		2	5	14
Grade 12	0	0	0				
Ungraded	0	2	7	<b>Recent Immigrants - Total Number:</b>			
Total	742	754	731	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					12	24	25

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	27	28	21	Principal Suspensions	0	3	0
# in Collaborative Team Teaching (CTT) Classes	23	26	39	Superintendent Suspensions	0	2	0
Number all others	47	45	40				

*These students are included in the enrollment information above.*

<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	57	60	63
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	6	5	5
# receiving ESL services only	173	156	TBD				
# ELLs with IEPs	13	31	TBD	Number of Educational Paraprofessionals	3	2	4

*These students are included in the General and Special Education enrollment information above.*

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	98.4
				% more than 2 years teaching in this school	78.9	81.7	87.3
				% more than 5 years teaching anywhere	71.9	75.0	73.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	93.0	90.0	88.9
American Indian or Alaska Native	0.7	0.4	0.4	% core classes taught by "highly qualified" teachers	100.0	98.7	97.3
Black or African American	4.6	3.7	4.7				
Hispanic or Latino	68.5	70.6	71.7				
Asian or Native Hawaiian/Other Pacific	21.7	21.6	20.0				
White	4.0	3.1	3.1				
<b>Male</b>	53.9	53.1	53.1				
<b>Female</b>	46.1	46.9	46.9				

#### 2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
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#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

#### Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

#### This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
<b>All Students</b>	v	v	v				
<b>Ethnicity</b>							

American Indian or Alaska Native	-	-	-				
Black or African American	-	-	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	v	v	-				
White	-	-	-				
Multiracial	-	-	-				
Students with Disabilities	vsh	v	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>6</b>	<b>6</b>	<b>1</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	74.3	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	7.9	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	13.5	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	46.1						
<i>(Comprises 60% of the</i>							
Additional Credit:	6.8						

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>Children First Network</b>	District <b>27</b>	School Number <b>097</b>	School Name <b>Forest Park School</b>
Principal <b>Maureen P. Ingram</b>		Assistant Principal <b>Stella Kalogridis</b>	
Coach		Coach	
Teacher/Subject Area <b>Robin Hoffman (ESL)</b>		Guidance Counselor	
Teacher/Subject Area <b>Jean Resnik (ESL)</b>		Parent	
Teacher/Subject Area <b>Rosalie Kenny (ESL)</b>		Parent Coordinator <b>Amelia Joseph</b>	
Related Service Provider		Other <b>Tara Romano (Data Specialist)</b>	
Network Leader		Other <b>Karen Abramowitz (ESL)</b>	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>5</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>731</b>	Total Number of ELLs	<b>150</b>	ELLs as Share of Total Student Population (%)	<b>20.52%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. All parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS), including the informal oral interview in English and in the native language. This initial screening interview is conducted by one of our four NYS ESL certified teachers: Robin Hoffman, Jean Resnik, Rosalie Kenny, and Karen Abramowitz. Translation services are available by Robin Hoffman (in Spanish) and Yiwen He, another NYS ESL certified teacher, (in Chinese). This survey and interview lets school staff know what language is used in the home. If the child speaks English fluently and is capable of using academic language during this initial interview process, the child will not be administered the Language Assessment Battery-Revised (LAB-R) by the school's ESL teachers. However, if the child is unable to respond and has difficulty comprehending questions conducted during the interview then the LAB-R is administered within ten school days of initial enrollment. Performance on this test determines the child's entitlement to English language development support services. If LAB-R results show that a child is an ELL and Spanish is used in the home, he or she also takes a Spanish LAB to determine language dominance. Once the student is enrolled into the ELL program, the student is given English support services. Parents of newly enrolled ELL students are notified and are invited to the school for orientations to inform them of the different ELL programs that are available. The three program choices (Transitional Bilingual Education, Dual Language, and Freestanding English as a Second Language) are explained both by our ESL teachers, our Parent Coordinator, and in the New York City Department of Education video. During these orientations, the process, outreach plan, and timelines are included. In orientations, parents have the opportunity to receive materials about ELL programs in their home language, and to ask questions about ELL services with assistance from a translator. At the end of each orientation, the school staff collects the Parent Survey and Program Selection Form, which indicates the program that parents are requesting for their child. Once a program has been selected and the students are placed, students receive ELL services and will only exit out of the program when the child scores at a certain level of proficiency in English on the New York State English as a Second Language Achievement Test (NYSESLAT). In this case, he or she can enter a monolingual instructional program.

2. The parents are given the choice of three programs. The programs include Dual Language, the Transitional Bilingual and the freestanding English as a Second Language. In consultation with parents, the following activities are supported during the school year:

- the ESL teacher and parent coordinator hold parent workshops in order to provide appropriate information on each program
- parents are also invited into the classroom to observe and engage in ESL strategies and materials
- parent participation in school activities to keep parents informed of all school events

3. After students are administered the LAB-R and the student is deemed entitled to receive English support services, the student and parent(s) or guardian(s) are invited to parent workshops where the three program choices are described. The parents of ELLs watch a video which explains the three program choices (TBE, Dual Language, ESL), followed by a question-and-answer session. Participating parents are asked to complete the survey and forms during the workshops. However, if a parent of an ELL child is unable to attend, letters are sent home with the child and follow up calls are made to the home if the forms fail to return. The Parent Survey and Program Selection forms are collected and kept on file by our parent coordinator, Amelia Joseph. Lists are kept of the number of students requesting each program choice.

4. If a parent does not complete a Parent Survey and Program Selection Form, the school automatically places the child in a TBE program. However, in our school, the TBE program is not available. Parents are informed of a neighboring school within the district where a TBE program is available with the assistance of translators. Yet, most of our parents prefer to keep their children in our school and are placed into the school's ESL program.

5. After reviewing past Parent Survey and Program selection forms it has become apparent through the rising trend that the parents prefer the English as a Second Language (ESL) freestanding program. The parents have expressed their appreciation for promoting literacy within the ESL program. Using English the students are engaged in many group activities with a strong emphasis in literacy and language development. This program is directly related to all content areas. Ninety parents requested their child stay in our school for an intensive ELL program.

6. Yes, the school's program is aligned with what parents have been requesting. The school offers an extensive pull-out model. P.S. 97 is comprised of children from many countries. It is important to facilitate their adjustment to their new surroundings. The focus of the ESL program is to enable the students to function effectively within the classroom environment.

## Part III: ELL Demographics

### A. ELL Programs

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b> <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>					0	0								0
<b>Push-In</b>	18	29	24	24	32	22								149
<b>Total</b>	18	29	24	24	32	22	0	0	0	0	0	0	0	149

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	150	Newcomers (ELLs receiving service 0-3 years)	117	Special Education	25
SIFE	0	ELLs receiving service 4-6 years	33	Long-Term (completed 6 years)	0

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

ELLs by Subgroups									
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	

<b>TBE</b>	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b>	0	0	0	0	0	0	0	0	0	0
<b>ESL</b>	117	0	10	33	0	10	0	0	0	150
<b>Total</b>	117	0	10	33	0	10	0	0	0	150

Number of ELLs in a TBE program who are in alternate placement: 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
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	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	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	12	29	20	21	24	18								124
Chinese	4	1	2	0	2	2								11
Russian	0	0	0	0	0	0								0
Bengali	1	1	3	2	2	1								10
Urdu	0	0	1	0	0	0								1
Arabic	0	1	1	0	0	0								2
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	1	0	0	0	0	0								1
Albanian	0	0	0	0	0	0								0
Other	0	0	0	0	0	1								1
<b>TOTAL</b>	18	32	27	23	28	22	0	0	0	0	0	0	0	150

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

1. ESL instruction is delivered for all ELLs as required under CR Part 154. Beginners and intermediate students receive 360 minutes per week of ESL instruction and advanced students receive 180 minutes. Teaching materials are differentiated in each program according to the students' proficiency levels. Instruction will follow the same skills and strategies that are introduced Region wide. The monthly focus for math and literacy are reinforced at these levels.

a. The organizational model used is pull-out. In this model, ELLs who spend the majority of their day in all-English content instruction are brought together from various classes for English acquisition focused instruction. ESL teachers need to plan carefully with general education teachers to ensure curricular alignment.

b. The program models are dependent on the proficiency levels based on the LAB-R and the NYSESLAT scores. The students are grouped homogeneously according to their proficiency level.

2. The school ensures that the mandated number of instructional minutes is provided according to proficiency levels. Each child is examined using the results of the Lab-R and the NYSESLAT. Using the ELL interim assessments, we will be able to identify specific areas giving the beginners and intermediate students more instructional time per week. The grouping will be based on their proficiency levels.

a. ELLs receive ESL instruction as per proficiency levels and as per CR Part 154. Beginners and intermediate students receive ESL instruction 360 minutes per week and advanced students receive ESL instruction 180 minutes per week. All ELL students receive ELA instruction 180 minutes per week. Presently, we do not have any bilingual programs in our school.

3. Our students come from varied backgrounds and therefore receive content area instruction in core academic areas in English. Where possible, translations are provided by qualified staff and/or translators, in the native language. Our program for ELLs embodies the conceptual understanding of challenging content and well-developed learning strategies that prepare ELLs to solve problems, think critically, and communicate in their new language.

In addition, we provide comprehensible input in the content areas by using the following instructional approaches:

- a. Use visual aids/realia.
- b. Slow speech, emphasize key words.
- c. Give visual directions using gestures.
- d. Model the task.
- e. Plan hands-on activities.
- f. Plan units based on students' interests.
- g. Plan thematic units of study.

- h. Integrate ALL areas of the curriculum.
- i. Plan lessons that incorporate and provide for ALL learning styles.
- j. Provide literature that has pattern, repetition, and is predictable.
- k. Structure classroom and lessons to provide for cooperative teamwork.

4. ELL students are grouped to receive services based on their level of language proficiency. In order to differentiate our instruction, we give different tasks according to the students' proficiency level. For example, during our Shared Reading component, ELL students receive the same mini-lesson, but have different assignments for guided and independent practice.

a. For our SIFE students, we ensure that they are seen by the ELL teacher on a daily basis in a pull-out model. We facilitate their adjustment to the new surroundings. The teacher develops language skills that will enable them to function effectively in their regular classroom. In addition, the teacher emphasizes self-esteem and confidence as they adapt to a new culture. The ELL teacher shares strategies with the classroom teacher to meet the needs of these students within the confines of the classroom.

b. ELL's in school less than three years are seen twice a day for 45 minutes each period. This gives each newcomer 360 minutes in the ESL classroom where they receive intensive English language instruction. This allows these students to adjust to their new surroundings, and enables them to function effectively in their regular classroom as well as prepare these students for the ELA.

c. ELL students receiving four to six years of service continue to receive ESL services dependent on their level of language competency. They are provided with English language instruction and instruction in the content areas of math, science, and social studies.

d. Long term ELL students will be provided with English language instruction and instruction in the content areas of math, science, and social studies.

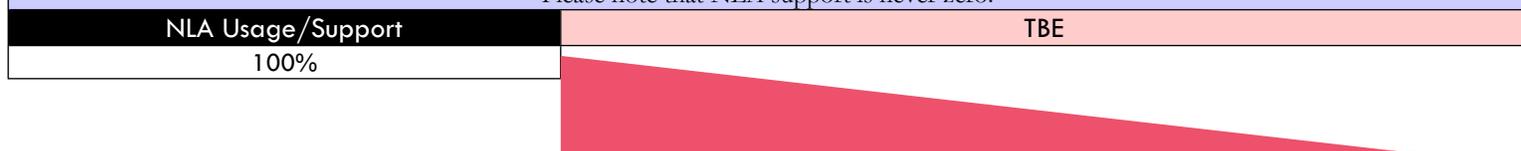
e. The ELL teacher will link with the SETSS teacher in order to help the ELL students who are identified as having special needs. The ELL teacher will also discuss and review the needs of each child. The SBST and guidance counselor will have a part in helping plan appropriate lessons according to the needs of each student.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

### Native Language Arts and Native Language Support

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



75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	
25%	
TIME	BEGINNERS INTERMEDIATE ADVANCED

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

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

5. We provide supplemental services to grades 3-5 in our extended day programs. The primary focus is to provide extra assistance with the students' acquisition of English and the development of language skills that will enable them to function effectively in the regular classroom. The teacher will base instruction on the individual needs of the students to the greatest possible extent in Language Arts and Math. Work samples are reviewed and groups are formed and changed periodically. The ELL and classroom teachers use summative data and other assessments to group students and to plan lessons. This data is helpful when planning test prep lessons especially in grade 3, 4, and 5. In addition, the ELL students will practice strategies to assist them with the NYSESLAT, ELA and MATH standardized tests.

6. Transitional support for students reaching proficiency includes them being more accountable for their regular class work while building their stamina in timing and using advanced strategies. Some support resources we plan to use are: Foundations (K-2) as well as shared reading instruction. The students will be targeted for AIS and extended day services.

7. We are currently Foundations in grades K-2, an ESL component to our school-wide reading system. We also conduct shared reading lessons in which the teacher models a specific skill/strategy and the students then work with a partner on a guided practice activity and then they complete an activity independently. The lesson is concluded with a share out session.

8. We are not discontinuing our methods or programs at the present time because we find them effective.

9. ELLs are offered equal access to all school programs by participating in our extended day tutorial program offered on Monday and Tuesday. They also participate in clubs such as dance, gardening, technology, reader's theater, art and science. These clubs foster an increase in ELL students English language skills.

ELL services include:

- supplemental services to grades 3-5. Reading and Math Instruction takes place during Extended day 2 days a week Monday and Tuesday from 2:20 p.m. - 3:35 p.m. The Extended day program will address the needs of the at-risk children in these grades. There are 20 students in each class group. The emphasis is on language acquisition, reading and math performance standards. The focus of the teachers in these before school classes is to develop language skills that will enable students to function effectively in their regular classrooms and to gain confidence in their ability to perform to the standards.

- All ELLs are encouraged to attend our Extended Day program held on Monday and Tuesday from 2:20 p.m. - 3:35 p.m.

10. The instructional materials used to support the learning of ELLs are:

- Balanced literacy components: read aloud, shared, guided leveled books, writer's workshop model
- Foundations
- Kaplan Strategies
- Everyday Math & Math Steps
- Extended Day program on Monday and Tuesday

11. ESL instruction includes content-based instruction, which is aligned to the New York State learning standards. We support our students' native language by pairing students of the same native language for translation and explanation. Students are able to take content area assessments in their native language. Bilingual dictionaries are available for daily use.

12. We currently have two speech therapists. One offers bilingual Spanish services and the other offers monolingual English services. ELL students are grouped according to their ages and grade levels.

ELLs requiring Occupational or Physical Therapy are seen individually.

13. Before the school year, the ESL teacher greets newly enrolled ELL students for a period of introduction and to help the child acquaint themselves to the new building.

14. As an elementary school, our school does not offer language electives at this time.

### C. Schools with Dual Language Programs

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

### D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. The Principal and ELL Teachers will provide professional development using the LAP learning packages. The discussion will include the ESL Learning Standards and all components of the Language Allocation Policy, including the new National Core Standards. Portions of the LAP video will be viewed to provide members of the team and personnel of ELLs at the school with information on the features of the ELL class. Ongoing professional development will be implemented for all staff. Strategies and analysis of the ELL program will be shared with all classroom teachers, paraprofessionals, psychologists, and all support staff.

2. We provide strong school-based guidance counselor support so that the ELLs receive high quality assistance to transition from our school to the middle school classroom teachers. Our English Language Learners may need additional support to succeed to grade level standards of our school and the Department of Education. The school guidance counselor, when needed, will provide individual, group, and parental counseling.

3. The ELL teachers provide classroom teachers with strategies for use in the classroom to develop language and literacy skills in our ELL student body. Professional development takes place on designated Chancellor's Staff Development days in September, November, and June. PD is also provided on a monthly basis at Principal's Staff meetings as well as monthly grade conferences. The workshops conducted in our schools are an overview of CALLA, Effective Classroom Management, and Portfolio Assessment for English Language Learners. We will continue to have ongoing training through the Office of English Language Learners. We will provide workshops to increase articulation among ESL and classroom teachers. These workshops provide our staff with strategies for teaching our diverse ELL population. Materials are also provided for teachers to improve the quality of instruction.

### E. Parental Involvement

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

1. P.S. 97 / The Forest Park School is committed to developing and implementing a parent policy that fosters a partnership between the home, school and community. We have identified six key areas that contribute to a partnership that supports greater student achievement.

- The school will join parents in providing for the health and safety of our children, and in the maintenance of a home environment that encourages learning and positive behavior in schools. The school will provide training and information to help families understand their

children's development and how to support the changes the children undergo.

- The school will reach out to provide parents with information about school programs and student progress. This will include phone calls, report cards, parent conferences, as well as new information on topics like school choice. Communication will be in a form that families find understandable and useful.
- Parents can make a significant contribution to the environment and functioning of our school. Our school will encourage parent volunteerism and make every effort to match the experience and talents of our parents to the needs of the school.
- The school will work to assist parents in having meaningful roles in the school decision-making process. The school will provide parents with training and information so they can make the most of this opportunity.
- The school will help parents gain access to support services by other agencies, such as health care, Supplemental Educational Services (SES), Academic Intervention Services (AIS), and childcare programs.
- ESL Parents will participate in 2 scheduled ESL Parent Orientations where they will view a video and learn of their options. These will be held in October and November. Refreshments will be provided.
- ESL Parents will participate in a Parent ESL Class, which is provided by the NYC DOE Office of Continuing Adult Education, which is held 3 times per week from September through June. 20 – 25 parents will attend this class. Refreshments will be provided. We will hold a graduation celebration in June. Bi-lingual dictionaries will be purchased for all parents who attend this class.
- “We Both Read” books will be purchased for four (4) “We Both Read” Workshops. (Based on 25 in attendance for each workshop.) We will hold four “We Both Read” Workshops. Refreshments will be provided.
- ESL Parents will participate in a Chinese New Year Celebration. A Chinese menu and a Chinese book read-a-loud will be shared with parents. We will plan for 75 parents in attendance. All parents in attendance will receive a copy of the high-lighted book. The celebration will take place in February.

We will continue to have a full time Parent Coordinator who will be responsible for promoting parental involvement and addressing parental concerns. Parent involvement will include:

A hard copy survey and monthly “Coffee with the Principal” will create an opportunity for all parents to share suggestions and ideas. We will learn at our various parent involvement activities and events the needs and wants of our parents.

Open House introducing various staff from the school including the nurse, custodian and kitchen staff.

- Workshops on Test-taking strategies and what each student should know to reach success
    - Grades 3, 4, & 5, Reading and Math
    - Grade 4, Science
    - Grade 5, Social Studies
  - Literacy Enhancement Workshops
    - Read Alouds of the Principal’s Book of the Month
    - Read Alouds of various stories
    - Literacy B I N G O night
    - Family Literacy Enhancement through the Queens Public Library
    - Read Alouds by the children’s librarian from the Woodhaven Branch Public Library
  - ELL Parent Orientation and NYSESLAT Test-Prep Workshop
  - Family Fun Saturday Bowling Event
  - Multi-Cultural Potluck Dinner
  - Chinese New Year Celebration
  - Breast Cancer Awareness Walk-A-Thon
- Communication lines are open with parents via email in addition to cell phone and landline.

Professional Development for Parents:

Monthly professional development for parents will be provided by district and parent coordinator. This professional development will focus on school life for students, curriculum standards, assessments, and health and medical issues for families.

Professional Development is provided by professionals at monthly PTA meetings in areas of health, school curriculum, assessment and other

matters pertaining to family social and educational issues.

Professional Development is provided for parents on the School Leadership Team (SLT) in order to assist team members in making informed decisions about school matters.

ELL Professional Development: Regional monthly ESL/Bilingual professional development will be made available to all parents of ELLs. Parents will be afforded opportunities to learn about NYS-ESL standards, instructional strategies and NYS and NYC assessments given to their children.

Students with disabilities/Professional Development: Regional monthly professional development will be made available to all parents of students with disabilities. Parents will be afforded opportunities to learn about NYS standards, instructional strategies and NYS and NYC assessments given to their children.

**Annual evaluation of the Parent Involvement Policy**

At the end of each year, the school's parent involvement policy will be evaluated for its usefulness in meeting the needs of all parents of students at the school. This evaluation will be coordinated with the executives of the PTA and the school's parent coordinator and administration.

2. Yes, our school partners with other agencies to provide workshops or services to ELL parents. Examples of these agencies are:

- Office of Youth Development
- Cornell University provides workshops on nutrition and other issues
- Office of Emergency Management
- Fire Department of New York
- Library
- Health Plus
- American Cancer Society
- New York City Youth Development
- Dial -A- Teacher
- New York Blood Centers

3. Through our learning survey we evaluate parent needs. We provide translation services for parents in all aspects of their child's education. Parents are comfortable enough with our school environment to speak to the Parent Coordinator freely about their specific needs.

4. The Parent Coordinator reaches out to parent and has weekly meeting to meet the needs of parents. She creates a welcoming school environment for parents.; she works with the principal to address parent issues and concerns at the school; she conducts outreach as needed to engage parent in their children's education and strengthens parent involvement by showing how parent are an integral part of their child's education.

## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	11	11	2	2	7	3								36

Intermediate(I)	7	11	10	10	7	3								48
Advanced (A)	0	5	13	12	19	16								65
Total	18	27	25	24	33	22	0	0	0	0	0	0	0	149

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	0	1	0	1	0	0							
	I	1	2	0	0	1	0							
	A	0	8	12	4	4	1							
	P	0	13	10	19	20	18							
READING/ WRITING	B	1	7	0	3	0	1							
	I	0	12	10	10	5	3							
	A	0	3	8	11	20	15							
	P	0	2	4	0	0	0							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	12	12	4	31
4	4	11	6	0	21
5	6	12	5	1	24
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0	1	15	0	8	0	8	0	32
4	0	0	8	0	7	0	7	0	22
5	2	0	13	0	7	1	2	0	25
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	0	2	0	13	0	7	0	23
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	3	0	3	0	17	1	1	0	25
8									0
NYSAA Bilingual Spe Ed									0

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

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

	<b>Q1</b> 1-25 percentile	<b>Q2</b> 26-50 percentile	<b>Q3</b> 51-75 percentile	<b>Q4</b> 76-99 percentile	<b>Q1</b> 1-25 percentile	<b>Q2</b> 26-50 percentile	<b>Q3</b> 51-75 percentile	<b>Q4</b> 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

## B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

1. Our school uses LAB-R, ECLAS-2, Fountas and Pinnell Benchmark System and WRAP kit, and weekly conference logs during guided reading, Fountas and Pinnell, PPR Goals, and the NYSESLAT (RLAT/RNMR reports) to assess the early literacy skills of the ELLs. The data provides insight into each ELL learner in terms of understanding and using the four skills (listening, speaking, reading, and writing) necessary to be English competent.

2. After examining the data of students' results on the LAB-R and NYSESLAT, we have noticed a pattern across proficiency levels and grades. Throughout assessment, K-5th proficiency levels are clearly higher in the listening and speaking modalities. The scores also reveal lower proficiency levels within the writing and reading modalities.

3. Patterns across NYSESLAT modalities—reading/writing and listening/ speaking—affect instructional decisions. Instruction will be driven and designed to improve reading and writing strategies. Ongoing professional development will be implemented for all staff. ESL strategies will be shared with all classroom teachers. More time will be given to examine student's writing portfolios. There will be more time to practice all strategies and skills needed to improve the student's proficiency levels within the writing and reading modalities.

4a. In the areas of science, social studies and math, most of the ELL students chose to use the English test version. The ELL students prefer to take the test in English rather than in their native language. However, students who are taking these content area tests for the first time prefer to take tests in their native language with the aid of a translated glossary. Our students tend to perform on a satisfactory level.

4b. The school leadership and teachers are using the results of the ELL periodic assessments to drive instruction. The school leadership will utilize AIS teachers along with the ELL teacher to meet the needs of each ELL student. Their strengths and weaknesses will become clearer using the results of these assessments along with other work the students have completed as evidenced in their portfolios.

4c. ELLs with some proficiency tend to show growth on periodic assessments from year to year. In the content areas, these ELL students are comfortable using the English versions of the assessments. However, newcomers struggle and prefer to use the native language tests.

6. After examining NYSESLAT scores and other interim and benchmark assessments, we notice gains in ELLs' language acquisition. The regular classroom teacher observes growing confidence in the children who receive ELL services. We evaluate the success of our ESL program for our ELLs based on progress shown throughout the school year via assessment tools used in the school (e.g., Fountas and Pinnell, WRAP Kits, Weekly Assessments, Periodic Assessments, and NYSESLAT). Student progress is pertinent in our decision making when deciding on an ELL program that is successful for our school.

### Additional Information

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

N/A

## Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		

	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		