



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : P.S. 97 / THE FOREST PARK SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 27Q097

PRINCIPAL: MARILYN CUSTODIO EMAIL: MCUSTOD@SCHOOLS.NYC.GOV

SUPERINTENDENT: MICHELE LLOYD-BEY

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Name	Position and Constituent Group Represented	Signature
Marilyn Custodio	*Principal or Designee	
Nora McDermott	*UFT Chapter Leader or Designee	
Ronald Ashby	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Shawna Halim	Member/Elected Parent	
Eunice Corti	Member/Elected Parent	
Melanie Valentin	Member/Elected Parent	
Stephanie Morra	Member/Elected Parent	
Melford Christmas	Member/Elected Parent	
Cheryl Rose	Member/Elected Parent	
Linda O'Shaughnessy	Member/Elected UFT	
Deana Spanos	Member/Elected UFT	
Elisa Kearney	Member/Elected UFT	
Bridget O'Dea	Member/Elected UFT	

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

By June 2012, 85% of our grade three through grade five students (296 out of 348) will improve their literacy skills by moving two or more Fountas and Pinnell levels measured by students meeting or exceeding the grade level standard for their grade by improving fluency and comprehension based on a complex text. Guided reading spreadsheets are used to record student data (spreadsheets are collected and analyzed monthly).

Comprehensive needs assessment

After conducting a three year trend analysis of student performance data on state assessments, it was determined that this was a priority area for student's performance based on an analysis of data. Students were not meeting or exceeding the grade specific Fountas and Pinnell benchmark reading levels. After analyzing class spreadsheets it was determined that students needed to improve their literacy skills in order to meet /exceed the grade level standards.

Instructional strategies/activities

Activity #1:

- Professional Development: PD will be given on the following topics: small group reading instruction, AUSSIE presentation of effective reading strategies, use of Technology
- Target Population: All teachers Pre-K through Five
- Responsible Staff Members: AUSSIE, Assistant Principal, Data Specialist, Classroom Teachers
- Implementation Timeline: September 2011 through May 2012

Activity #2:

- Creation of Data Room: A data room will be designated so that the data specialist and inquiry teacher teams will have a designated location to be trained to analyze student work/ data. This will include the use of cross curriculum data, made accessible in the room and focusing on at-risk students. Activities carried out in the data room will include monitoring student progress, setting initial goals for groups and individual students, assessing results and follow-up activities.
- Target Population: Teams of teachers working with students who are not making significant progress/lowest third
- Responsible Staff Members: Assistant Principal, Data Specialist
- Implementation Timeline: September 2011 through May 2012

Steps for including teachers in the decision-making process:

- Teachers will meet in grade level and cross functional teams to review student data gathered from periodic assessments.
- Staff determined that a 4% increase in student performance will be the interim benchmark used by teacher teams to measure the effectiveness of the activities and whether additional support or differentiated instruction is needed.

- Assessment Dates: September 2011, December 2011, March 2012

Strategies to increase parental involvement

- Encourage thirty minutes of reading a night
- Book of the Month Read Alouds
- Signed reading logs
- Parent Workshops on how to assist children with building stamina while reading

Strategies for attracting Highly Qualified Teachers (HQT)

- The pupil personnel secretary will work closely with the network HR point person to ensure that non –HQT meet all required documentation and assessment deadlines.
- Mentors are assigned to support struggling and un-qualified teachers.

Service and program coordination

- An AUSSIE Literacy Consultant was hired and works with students and teachers on increasing their reading ability through a series of skills/strategy mini - lessons
- Students in grades three, four and five are invited to participate in the Extended Day Program
- Literacy Consultant models lessons for teachers
- Analysis of data using the WRAP Assessment in grades three through five
- Minutes of monthly common prep grade conferences indicating number of students that have moved two or more Fountas and Pinnell reading levels
- Names of teachers who service students and their detailed instructional plan
- Fountas and Pinnell reading level tracking sheet

Budget and resources alignment

- Fair Student Funding / Tax Levy
- Professional instructional materials to support curriculum development during the school day
- Consumable instructional materials for use during extended day programs
- Three day Winter and Spring Recess Literacy and Mathematics program

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

By June 2012, there will be an increase in student progress toward achieving state standards as measured by a 4.5% increase in students scoring a level three or higher on the Mathematics Exam.

Comprehensive needs assessment

After conducting a three year trend analysis of student performance data on state assessments, it was determined that this was a priority area for student's performance based on the analysis of data. 72% of students in grade 4 scored a level three or higher while 80% of students in grade five scored a level three or higher.

Instructional strategies/activities

Activity #1:

- Professional Development: PD will be given on the following topics: Test sophistication skills and strategies, AUSSIE presentation of effectively utilizing Everyday Mathematics as well as differentiation of instruction based on data.
- Target Population: Teachers of grades three through five, ELL providers, SETSS
- Responsible Staff Members: Assistant Principal, Data Specialist, Classroom Teachers, Support Staff
- Implementation Timeline: September 2011 through April 2012

Activity #2:

- Extended Day: Flexible grouping provided for ELL students in grades three through five during extended day with a focus on skill based mini-lessons based on need derived from data.
- Target Population: Teams of teachers in grades three through five working with students who are not making significant progress/lowest third
- Responsible Staff Members: Assistant Principal, Data Specialist, Grades three through five classroom teachers and Testing Coordinator
- Implementation Timeline: September 2011 through April 2012

Steps for including teachers in the decision-making process:

- Teachers in grades three through five will meet in grade level teams to review testing data from periodic assessments.
- A 4.5% increase in student performance will be the interim benchmark used by teacher teams to measure the effectiveness of the activities and whether additional support or differentiated instruction is needed.
- Teacher created pacing calendars by grade to ensure test sophistication lessons are being taught in a timely manner.

Strategies to increase parental involvement

- Parent workshops presented by staff members as well as our Math AUSSIE Consultant
- Math game night for parents and students
- Parent Workshops presented by teachers on how parents can prepare their children for the upcoming state exams

Strategies for attracting Highly Qualified Teachers (HQT)

- The pupil personnel secretary will work closely with the network HR point person to ensure that non –HQT meet all required documentation and assessment deadlines.
- Mentors are assigned to support struggling and un-qualified teachers.

Service and program coordination

- AUSSIE Math Consultants were hired and provide demonstration lessons for teachers in order to improve teacher effectiveness and instruction.

Budget and resources alignment

- Fair Student Funding / Tax Levy
- Professional instructional materials to support curriculum development during the school day
- Consumable instructional materials for use during extended day programs

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

By June 2012, our English Language Learners (33 students) and Students With Disabilities (36 students) will demonstrate progress toward achieving State Standards as measured by a 3% increase in students scoring at level 3 or above on the New York State English Language Arts Exam.

Comprehensive needs assessment

After conducting a three year trend analysis of student performance data on state assessments, it was determined that this was a priority area for student's performance based on the analysis of data. Our data shows that 21% of our present fourth and fifth grade ELL students scored a level three or above on the 2011 NYS ELA Exam.

Our data shows that 19% of our present fourth and fifth grade special needs students scored a level 3 or above on the 2011 NYS ELA Exam.

Instructional strategies/activities

Activity #1:

- Professional Development: PD will be given on the following topics: Test sophistication skills and strategies, AUSSIE presentation of effectively utilizing Balanced Literacy as well as differentiation of instruction based on data.
- Target Population: Teachers of grades three through five, ELL providers, SETSS
- Responsible Staff Members: Assistant Principal, Data Specialist, Classroom Teachers, Support Staff
- Implementation Timeline: September 2011 through April 2012

Activity #2:

- Extended Day: Flexible grouping provided for ELL and Special Education students in grades three through five during extended day with a focus on skill based mini-lessons based on need derived from data.
 - Target Population: Teams of teachers in grades three through five working with students who are not making significant progress/lowest third
 - Responsible Staff Members: Assistant Principal, Data Specialist, Grade three through five classroom teachers and Testing Coordinator
 - Implementation Timeline: September 2011 through April 2012
- Steps for including teachers in the decision-making process:
- Teachers in grades three through five will meet in grade level teams and vertically to review testing data of their ELL and

Special Education population from periodic assessments and teacher observation.

- A 3% increase in student performance will be the interim benchmark used by teacher teams to measure the effectiveness of the activities and whether additional support or differentiated instruction is needed.
- Teacher created pacing calendars by grade to ensure test sophistication lessons are being taught in a timely manner.

Strategies to increase parental involvement

- ESL Workshops presented by our ESL staff
- Translation provided for parents attending workshops
- IEP Workshops conducted by Special Education Staff and IEP Teacher
- Parent Rights Workshop conducted by members of the School Based Support Team

Strategies for attracting Highly Qualified Teachers (HQT)

- The pupil personnel secretary will work closely with the network HR point person to ensure that non –HQT meet all required documentation and assessment deadlines.
- Mentors are assigned to support struggling and un-qualified teachers.

Service and program coordination

- An AUSSIE Literacy Consultant was hired and works with students on increasing their reading ability through a series of skills/strategy mini - lessons
- All ELL students in grades three, four and five are invited to participate in the Extended Day Program

Budget and resources alignment

- Fair Student Funding / Tax Levy
- Title III
- Professional instructional materials to support curriculum development during the school day
- Consumable instructional materials for use during extended day programs

ACADEMIC INTERVENTION SERVICES (AIS)

	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	32	21	N/A	N/A	7			30
1	15	10	N/A	N/A	5			20
2	5	4	N/A	N/A	3			8
3	7	5	N/A	N/A	2			3
4	30	5			8			16
5	19	9			8			9

Name of Academic Intervention Services (AIS)	Description
ELA	<p>Kindergarten through Grade 2 students who are in need of support in ELA participate in Foundations and work in small groups. There is one AIS support teacher 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.</p> <p>Our AIS teacher invites 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.</p> <p>Teachers use the Fountas & Pinnell Benchmarking Program as an assessment to place students in leveled guided reading groups. Teachers track their children by completing a monthly guided reading checklist to ensure appropriate guided reading level advancement according to Fountas & Pinnell benchmarks. Teachers use conference</p>

	notes to reflect on lessons and to plan and guide future instruction based on individualized student needs.
Mathematics	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 as Kaplan and NY Ready are used both during the day and extended day in small groups. SETSS is utilized and focuses on hands-on problem solving. Enrichment activities such as the 100 th Day and Problem of the Week are used to extend understanding and build enthusiasm.
Science	In grade 4, during the extended day the science program focuses 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.
Social Studies	In grades 4 & 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 utilizing several strategies to achieve success.
At-risk Services provided by the Guidance Counselor	At-Risk Guidance: <ul style="list-style-type: none"> • Group and individual counseling on an as needed and scheduled basis. • Consultation with administration, staff, and parents. • Referrals to support agencies. Conflict resolution intervention, Counseling, attendance and behavior Modification as well as work-study skills, ACS liaison activities and parent conferencing.
At-risk Services provided by the School Psychologist	Crisis Intervention. At risk counseling, parent consultation
At-risk Services provided by the Social Worker	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

	Wednesday and Thursday.
At-risk Health-related Services	<p>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.</p> <p>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.</p>

DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)

PARENT INVOLVEMENT POLICY (PIP)

***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.”

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,

Marilyn Custodio
Principal (IA)

“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.”

School Year 2011-2012

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. frequent 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 every October.
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/Guardian Signature: _____

Date:

Child's Name (s): _____

Class: _____

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Jean McKeon	District 27	Borough Queens	School Number 097
School Name The Forest Park School			

B. Language Allocation Policy Team Composition [?](#)

Principal Marilyn Custodio	Assistant Principal Stella Kalogridis
Coach N/A	Coach N/A
ESL Teacher Robin Hoffman	Guidance Counselor Sharon Morganstern
Teacher/Subject Area Linda O'Shaughnessy	Parent Delia Proano
Teacher/Subject Area type here	Parent Coordinator Amelia Joseph
Related Service Provider Ingrid Reznick	Other Yiwen He
Network Leader Jean McKeon	Other Jean Resnik

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	5	Number of certified bilingual teachers	1	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	725	Total Number of ELLs	135	ELLs as share of total student population (%)	18.62%
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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 trained 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 (in Chinese), another NYS ESL and Chinese bilingual certified teacher. This survey and interview let school staff know what language is used in the home, and the correct language code is then entered into ATS accurately. 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. The hand-scored LAB-R results are kept at our school and used to identify the ELLs immediately, so these newcomers will get English language development services as soon as possible. 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 by our principal, ESL teachers, Parent Coordinator, and in the New York City Department of Education DVD in the home languages of our parents. 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. An agenda and sign in sheet are available for the parents and kept at our school as a document of these orientation procedures. 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 children. 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.

Robin Hoffman, an ESL teacher, and Yiwen He, the testing coordinator, check the RLER for NYSESLAT in ATS prior to the test in order to ensure that all eligible ELLs receive the NYSESLAT. In addition, using the RADP (new admit list) and RLER for LAB-R, all newly enrolled ELLs that failed the LAB-R are added to the NYSESLAT testing list.

Our testing coordinator, Yiwen He, ensures that the four components of the NYSESLAT are administered to all ELLs. Our four ESL teachers are given an accurate list of students to be tested with the Speaking component. In this way we ensure that every student that needs to be tested is, in fact, tested. The other three components, Listening, Reading, and Writing, are administered by ESL and out of classroom teachers. If a student is absent for any component, the parent is called to make sure that the student will be in attendance to take that portion of the test.

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

Our parent coordinator, Amelia Joseph, will notify the parents who have previously chosen a TBE/DL program when the program becomes available. Parents will be notified in writing in their home language.

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 ESL teacher, Robin Hoffman. Lists are kept of the number of students requesting each program choice.

The entitlement letters were prepared in all the required home languages. Each ESL teacher, Robin Hoffman, Jean Resnik, Rosalie Kenny, and Karen Abramowitz, copied and distributed these entitlement letters to their ELL students, and were responsible for their return to school.

Robin Hoffman is responsible for ensuring that each ELL parent receives and returns the Parent Survey and Program Selection form. If a student does not return this form, he or she will receive second, third, and fourth notices, as well as a phone call reminder. Robin Hoffman is responsible for storing these forms in the ESL office.

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. These Parent Survey and Program Selection forms indicating placement and entitlement letters are maintained in a file in the ESL office by grade level and school year.

Every year at Meet Your Teacher/Parent Orientation night in September and at Open School conferences in November, we have the opportunity to consult and communicate with parents in their native language. Translators are available, including Ingrid Reznick (Spanish) and Yiwen He (Chinese). Continued entitlement letters are copied and distributed to our ELL students in September. Letters are maintained in the ESL office by Robin Hoffman.

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	<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5
	<input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In	2	2	1	4	3	2								14
Total	2	2	1	4	3	2	0	0	0	0	0	0	0	14

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	135	Newcomers (ELLs receiving service 0-3 years)	111	Special Education	24
SIFE	1	ELLs receiving service 4-6 years	22	Long-Term (completed 6 years)	2

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	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	111	1	19	22	0	5	2	0	0	135
Total	111	1	19	22	0	5	2	0	0	135

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
TOTAL	0													

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	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
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									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
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	17	20	16	18	18	15								104
Chinese	0	6	0	2	0	0								8
Russian	0	0	0	0	0	1								1
Bengali	3	2	0	1	1	2								9
Urdu	0	0	0	2	0	0								2
Arabic	1	4	2	1	0	1								9
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	0	1	0	0	0	0								1
Albanian	0	0	0	0	0	0								0
Other	0	0	0	0	1	0								1
TOTAL	21	33	18	24	20	19	0	135						

Part IV: ELL Programming

A. Programming and Scheduling Information

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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. As for the academic language development, the ESL teachers participate in grade conferences regarding curriculum planning periodically. To corespond with the grade curriculum planning, the ESL teachers provide ESL

A. Programming and Scheduling Information

differentiated instruction using shared reading, guided reading, independent reading practice, shared writing, guided writing, and independent writing practice. The materials used are age, grade, and language level appropriate for the ELL students, such as big books and guided readers from the Treasure Chest series.

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. Our Spanish ELLs are given the Spanish LAB, Form B, Short Test, Level I or II, according to their grade level. The test is administered by an ESL teacher who speaks Spanish. This test assesses the Spanish ELLs' speaking/listening (oral) skills, and reading/writing (written) skills.
- Our Chinese ELLs are evaluated by an ESL teacher who speaks Chinese. This teacher evaluates their Chinese oral skills by communicating with these students in Chinese. Their reading/writing ability is evaluated when this teacher asks these students to read literature and write a response in Chinese. Their math level is evaluated when this teacher asks these students to answer math questions in Chinese.
- Spanish and Chinese speaking ELLs are evaluated in the content area subjects of math and science in their native languages using the New York State Mathematics (Grade 3, 4, and 5) and Science (Grade 4) Tests translated versions of these tests. ELLs who speak other languages (Russian, Bengali, Urdu, Arabic) will have translators who speak these languages to administer these tests in their native languages.
5. 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.
6. Teachers of ELL-SWDs use differentiated instruction to expand these students' understanding of content area. They enhance their lessons by providing redirection (explaining concepts again in a different way). Using small group instruction, they practice vocabulary enrichment and emphasize oral language development. Visual aids and manipulatives help clarify instruction of content areas.

A. Programming and Scheduling Information

Teachers of ELL-SWDs focus their lessons using a whole language approach to learning. Through content-based, sheltered English instruction of thematic units, lessons are scaffolded for these students. ELL-SWDs often work in cooperative learning groups while they strive to develop their critical thinking skills. Instruction is given with frequent use of hands-on activities and illustrated vocabulary/pictures for curricular tie-ins.

By combining computer technology of the internet via Smart Boards, teachers of ELL-SWDs provide a hands-on, visual and auditory approach to learning. ELL-SWDs can listen to books on CD or cassette using headphones, and are encouraged to interact with various computer-based programs to accelerate their English language development.

The ELL teacher will link with the SETSS teacher to help the ELL-SWDs by discussing and reviewing 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 ELL-SWD. Additionally, Sharon Washington, our Social Studies cluster teacher, provides Social Studies instruction to our ELL students. She uses the Smart Board to provide visuals, showing documents and maps. Our ELL students conduct research using the computer. Our fourth grade ELLs are presently studying information about Ellis Island and immigration. These students are particularly interested as they are the children of immigrants themselves. Stacie Stuart and Tess Vannata are our Science cluster teachers. Stacie Stuart teaches our ELLs in grades K-2, and Tess Vannata teaches our ELLs in grades 3-5. Our Science cluster teachers provide hands-on instruction in pairs and in small groups. ELLs students are involved in investigations, experiments, and observations.

7. ELL-SWDs are mainstreamed whenever possible as appropriate for their disability in order to provide the least restrictive environment

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

Courses Taught in Languages Other than English

B. Programming and Scheduling Information--Continued

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.

B. Programming and Scheduling Information--Continued

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

8. 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.

9. 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.

For New York State and New York City tests, ELLs and former ELLs who tested out of the NYSESLAT for up to two years receive all ELL testing accommodations. Former ELLs participate in the school's supplemental ELL program if the activities would further benefit the language development of participating students. The ESL teachers will continue to provide articulation and support for these proficient students.

10. We are currently using 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.

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

12. ELLs are offered equal access to all school programs by participating in our extended day tutorial program offered on Monday and Tuesday.

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. ELL students are invited to and participate in all after-school programs, including Girl Scouts and Boy Scouts. ELL students participate in Polar Express, where students come to school during the school day dressed in their pajamas for a reading of The Polar Express. In

B. Programming and Scheduling Information--Continued

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

8. 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.

9. 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.

For New York State and New York City tests, ELLs and former ELLs who tested out of the NYSESLAT for up to two years receive all ELL testing accommodations. Former ELLs participate in the school's supplemental ELL program if the activities would further benefit the language development of participating students. The ESL teachers will continue to provide articulation and support for these proficient students.

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

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)?

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

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, secretaries, and our parent coordinator.

Teachers are provided with training by the Aussie in both literacy and math. They also receive on-going professional development by the Data Specialist, Linda O'Shaughnessy. Classroom teachers plan collaboratively weekly during common preps, look at students' work and discuss students' progress and performance. The following are some of the workshops: Common Core Learning Standards training, Foundations training, Assessment workshops, Data Analysis, Differentiation of Instruction, LAP workshop, ELL Data Analysis, Acuity training, ARIS training, Fountas and Pinnell Benchmark in-house professional development.

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. Documentation includes agendas and signed attendance sheets for these workshops.

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
parents? 100%	
3. How do you evaluate the needs of the pa 75%	
4. How do you evaluate the needs of the pa 50%	

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 the following 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.
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Read Alouds of various stories

Literacy B I N G O night

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B. Programming and Scheduling Information--Continued

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

8. 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.

9. 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.

For New York State and New York City tests, ELLs and former ELLs who tested out of the NYSESLAT for up to two years receive all ELL testing accommodations. Former ELLs participate in the school's supplemental ELL program if the activities would further benefit the language development of participating students. The ESL teachers will continue to provide articulation and support for these proficient students.

10. We are currently using 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.

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

12. ELLs are offered equal access to all school programs by participating in our extended day tutorial program offered on Monday and Tuesday.

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. ELL students are invited to and participate in all after-school programs, including Girl Scouts and Boy Scouts. ELL students participate in Polar Express, where students come to school during the school day dressed in their pajamas for a reading of The Polar Express. In

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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)?

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. 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?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. 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. Teachers were trained in how to access and interpret the results of the ELL periodic assessments. ESL lessons are planned according to the areas where students need help.

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.

5. N/A

Additional Information

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

Paste additional information here

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, secretaries, and our parent coordinator.

Teachers are provided with training by the Aussie in both literacy and math. They also receive on-going professional development by the Data Specialist, Linda O'Shaughnessy. Classroom teachers plan collaboratively weekly during common preps, look at students' work and discuss students' progress and performance. The following are some of the workshops: Common Core Learning Standards training, Foundations training, Assessment workshops, Data Analysis, Differentiation of Instruction, LAP workshop, ELL Data Analysis, Acuity training, ARIS training, Fountas and Pinnell Benchmark in-house professional development.

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. Documentation includes agendas and signed attendance sheets for these workshops.

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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)	21	21	5	4	3	2								56
Intermediate(I)	0	8	2	12	4	5								31
Advanced (A)	0	4	11	8	13	12								48
Total	21	33	18	24	20	19	0	0	0	0	0	0	0	135

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	2	2	1	0	1	0							
	I	4	1	0	0	1	2							
	A	7	5	5	2	3	2							
	P	9	24	20	20	23	17							
READING/ WRITING	B	9	4	3	0	1	1							
	I	8	7	12	3	6	3							
	A	4	13	8	12	13	8							
	P	1	8	3	7	8	9							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	6	12	1	22
4	4	16	5	0	25
5	2	11	4	0	17
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	3	0	8	0	10	0	1	0	22
4	1	1	11	1	11	0	3	0	28

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	1	1	5	1	10	1	2	0	21
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	
4	0	1	7	1	15	0	4	0	28
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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?
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- For dual language programs, answer the following:
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 - 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. Teachers were trained in how to access and interpret the results of the ELL periodic assessments. ESL lessons are planned according to the areas where students need help.

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.

5. N/A

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: P.S.97Q The Forest Park School		School DBN: 27Q097	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Marilyn Custodio	Principal		12/1/11
Stella Kalogridis	Assistant Principal		12/1/11
Amelia Joseph	Parent Coordinator		12/1/11
Robin Hoffman	ESL Teacher		12/1/11
Delia Proano	Parent		12/1/11
Linda O'Shaughnessy	Teacher/Subject Area		12/1/11
	Teacher/Subject Area		
N/A	Coach		
N/A	Coach		
Sharon Morganstern	Guidance Counselor		12/1/11
Jean Mckeon	Network Leader		12/1/11
Ingrid Reznick	Other <u>Speech</u>		12/1/11
Jean Resnick	Other <u>ESL Teacher</u>		12/1/11
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **27Q097** School Name: **The Forest Park School**

Cluster: **2** Network: **211**

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

Part A: Needs Assessment Findings

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

The 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 71% of our student population). Chinese, Bengali, Urdu and Arabic, are languages represented by approximately 22% 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 2011-2012 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.
- o 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.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: The Forest Park School	DBN: 27Q097
Cluster Leader: 2	Network Leader: Jean McKeon
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other: Winter and Spring Break
Total # of ELLs to be served: 135
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 6
of certified ESL/Bilingual teachers: 0
of content area teachers: 6

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: According to the analysis of student performance data on the state exams it was noted that we need to focus on the progress of our ELL population. Although our ELLs and former ELLs in grades three through five are performing at level two and three our goal is to increase their performance by 4%.

We will have a program during the Winter and Spring Break to reinforce literacy and math skills for as well as prepare students in grades three through five for the state exams. The program will run from February 21 to 23, 2011 for four hours from 8am to 12 noon and from April 10 to 12, 2011 for four hours from 8am to 12 noon. Students will receive two hours of test preparation in ELA and two hours of math. Students will be taught in English with second language support as needed. There will be nine classes in grades three through five. Each teacher will have a group of fifteen to 18 students. The teachers are seven Common Branches and two ESL, highly qualified and state certified with three or more years of experience teaching reading and math skills/strategies. The ESL teachers will push in to the classrooms and service the ELL students. The students will use workbooks and worksheets that will reinforce literacy and math skills and test taking strategies. Students will be assessed with a pre-test and post-test. Teachers will score these assessments and together with the students review their responses. These assessments results will be analyzed by the teachers and in turn they will adjust their instruction accordingly.

The NYSESLAT scores were analyzed by interpreting the scale scores to determine growth in English language development and in all modalities. The NYSESLAT determines English proficiency and projects whether the ELL student will exit from the ESL program.

Data indicates that after two years of ESL instruction our ELL students reach advanced and/or proficient levels in listening and speaking but they still show deficiency in reading and writing. The teachers' goal will be to provide additional instruction during the Title III program to improve reading, writing and math skills in preparation for the state exams.

Part C: Professional Development

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

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

Part C: Professional Development

- name of provider

Begin description here: In order to support ELL and former ELL Learners teachers attend monthly in-service professional development from September to June offered by the CFN. Teachers are provided with training by the AUSSIE in both literacy and math. They also receive on-going professional development by the Literacy Coach, the CCLS team and Data Specialist. Classroom teachers and ESL teachers plan collaboratively weekly during common preps, look at students work and discuss students' progress and performance. Teachers share best practices in order to better prepare the students. The following are some of the workshops: CCLS training, Foundations training, Assessment workshops, Data Analysis, Differentiation of Instruction, LAP workshop, ELL Data Analysis, Acuity training, ARIS training, Fountas and Pinnell Benchmark in-house professional development.

Part D: Parental Engagement Activities

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

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

Begin description here:

In order to keep parents engaged and informed, parent workshops are scheduled monthly from 8:15am to 9:15am. The information presented during the workshops are informative and empower parents to partake in their children's education. Among some of the presenters are: staff members, CBOs, Fire Department, Local Library, etc. Parents are notified of these workshops by email, flyers; translation in all languages is provided according to need. The following are parent activities provided throughout the school year:

Pre-Kindergarten and Kindergarten Orientation, Open House introducing various staff from the school including the nurse, custodial staff, kitchen staff, security; Help your Child Become a Better Reader, Understanding Math Concepts, Math Games – Math is all around us, Common Core Learning Standards, Building Vocabulary with Your Children, Workshops on test-taking strategies and what each student should know to reach success- each student is different and learns differently, Grades 3, 4, & 5, Literacy and Math, Grade 4 Science, Literacy Enhancement Workshops, Read Aloud of the Assistant Principal's Book of the Month – books given to all in attendance, Read Aloud of various stories – books given to all in attendance, Read Aloud by the children's librarian from the Woodhaven Branch Public Library, Read Alouds celebrating the 100th Day of School, Black History Month, President's Day, Earth Day, Poem in

Part D: Parental Engagement Activities

Your Pocket Day – books given to all in attendance, Multi-Cultural Potluck Dinner with a quilt making session sharing the traditions of all countries represented by our school community, Chinese New Year Celebration with a Read Aloud sharing the tradition of Chinese New Year – books given to all in attendance, Literacy Family BINGO, Play Scrabble! – all in attendance receive a Scrabble Dictio, Nutrition Club, Health Plus, Stress Management, Breast Cancer Awareness, March of Dimes, Heart Disease, Safe Child Awareness, Domestic Violence, Asthma, Childhood Obesity, and Daddy Day.

Part E: Budget

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

Allocation Amount: \$?????

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

