



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 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: MICHELLE LLOYD-BEY

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Marilyn Custodio	*Principal or Designee	
Filomena Scholl	*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	
Eunice Corti	Member/Parent	
Stephanie Morra	Member/Parent	
Wilhemina Fernandez	Member/Parent	
Cathy Scurti	Member/Parent	
Nareesha Ali	Member/Parent	
Linda O'Shaughnessy	Member/UFT	
Deana Spanos	Member/UFT	
Bridget O'Dea	Member/UFT	

Deena Cascino	Member/UFT	
---------------	------------	--

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

CEP goals are generally intended to guide school-wide planning and development. CEP goals may be coordinated with goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

By June 2013, 85% of students in grades K-2 will show progress in speed and accuracy, application and deeper understanding of simple calculations through repetition, core functions such as addition and subtraction so students are able to better understand and manipulate complex concepts using an end of year assessment which will be customized to include complex concepts.

Comprehensive needs assessment

After conducting an analysis of student assessments, it was determined that this was a priority area for improvement. Students were not able to accurately master simple calculations which prohibited them from being able to understand and manipulate more complex concepts.

Instructional strategies/activities

Professional Development: PD will be given on the following topics: creating grade specific rubrics for student assessment aligned to the Common Core Learning Standards, CITE Math Consultant will present workshops, demonstration lessons and mentoring for classroom teachers to improve teacher effectiveness and instruction, multiple strategies and math games to support instruction as well as aligning math tasks with the Common Core Learning Standards. Being part of the Teacher Data Intensive we have observed teacher practice and provided feedback to teachers in order for them to improve their practice. We then follow-up with another visitation to ensure that recommendations are followed and improvements are made.

Target population: Teachers in grades K through 2.

Responsible Staff Members: CITE Math Consultant, Assistant Principal, Data Specialist, Classroom Teachers

Implementation Timeline: September 2012 through May 2013

Strategies to increase parental involvement

- Math games to support topics covered in class
- Parent Workshops on the Common Core Learning Standards

Budget and resources alignment

• Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Math CITE Consultant was hired and works with students and teachers on multiple strategies to support instruction as well as aligning math tasks with the Common Core Learning Standards.
- Pre, Mid and Post Assessments in grades K-2.
- Minutes of monthly common prep grade conferences indicating the number of students that have developed a deeper understanding of core math concepts by applying concepts to real world situations.

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- By June 2013, 80% of students including students with disabilities and English Language Learners in grades three through five will increase two or more Fountas and Pinnell benchmarked reading levels.

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 from the NYS ELA Exam. Students were not meeting or exceeding the grade specific Fountas and Pinnell benchmark reading levels. After analyzing class spreadsheets which included students independent reading level that is assessed in September, January and May 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, CITE Consultant presentation on effective reading strategies, use of Technology to teach interactive smart board lessons.
- Target Population: ELL students in grades three through five
- Responsible Staff Members: CITE Consultant, Assistant Principal, Data Specialist, Classroom Teachers
- Implementation Timeline: September 2012 through May 2013

Activity #2:

- Creation of Data Room: A data room will be designated so that the data specialist and 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: Teacher teams working with students who are not making significant progress/lowest third. DIBELS will be administered and students identified as being Tier 3 receive targeted instruction focusing on specific skills/ strategies they are struggling with.
- Responsible Staff Members: Grade Level Teacher Teams, Data Specialist
- Implementation Timeline: September 2012 through May 2013

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.
- Teachers determined that a 6% increase in student's independent reading levels 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 2012, December 2012, March 2013

Strategies to increase parental involvement

- Encourage thirty minutes of reading each night
- Parent Read Alouds and Activities facilitated by classroom teachers and their students
- Signed reading logs
- Parent Workshops on how to assist children with building stamina while reading

Budget and resources alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

X Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- A CITE Consultant was hired and works with students and teachers on increasing their reading ability through a series of skills/strategy mini – lessons; CITE Consultant models lessons for teachers
- Students in grades three, four and five are invited to participate in the Extended Day Program
- 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

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- 100% of teachers in grades K-5 will participate in the development of rigorous Common Core aligned units of study in both literacy and math that incorporate opportunities for all students including English Language Learners and students with disabilities to engage in written responses to informational texts and deep mathematical thinking around selected Common Core Learning Standards.

Comprehensive needs assessment

- Our data showed that our students need to engage in written responses to informational texts and deep mathematical thinking around the selected Common Core Learning Standards in order to increase the rigor displayed in the Common Core aligned units of study.

Instructional strategies/activities

- Instructional Lead teachers meet bi-weekly to discuss the units of study and look at student work
- In-house Common Core Fellow meets with teacher teams once a week during common prep periods to review the units of study and ensure they are aligned with the Common Core Learning Standards and meet Webb's DOK Level 3 or higher for rigor
- Professional development is on-going based on the development of PBA's and units of study incorporating UDL and DOK to ensure students with disabilities and ELL students receive access to multiple means of learning
- Teachers develop collaborative lessons and rubrics that incorporate oral and written skills needed for mastery of the grade specific CCLS in literacy and math
- Teachers meet on their common prep to assess student work based on the selected standards provided by the DOE and plan lessons that demand evidence to support the alignment of the units of study to the CCLS
- Teachers develop units of study and rubrics aligned to the Common Core along with samples of student work
- Teachers meet in teams to continue the cycle of inquiry, making adjustments to tasks and instructional practice as needed
- Student work products meeting a level three or above on the CCLS rubric. Teachers use Webb's Depth of Knowledge aiming at a level three or higher in order to ensure that the students are engaged in rigorous curriculum that meets and/or exceeds the standards.

Strategies to increase parental involvement

- Workshops provided for parents to better understand the Common Core Learning Standards
- Workshops on how children's work is graded in class according to a grade specific rubric

Budget and resources alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- A CITE Consultant was hired and works with students and teachers on developing Common Core aligned units of study in literacy and math.
- In house Common Core Fellow meets with teachers during their common prep to review the tasks to ensure that written responses are aligned with the Common Core Learning Standards.
- Lead teachers meet to review student work.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
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>The method for delivery of service is small group instruction.</p> <p>1 Reading Recovery teacher services students in grade</p> <p>1:1 assistance is provided for Tier 3 students as determined by DIBELS assessment in conjunction with RTI.</p>	<p>Services are provided during the school day as well as during extended day on Monday and Tuesday for selected grade two students.</p> <p>A Title III after school program is provided for ELL students as well as ELL students with disabilities on Wednesdays and Thursdays for one hour each day.</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 notes to reflect on lessons and to plan and guide future instruction based on individualized student needs.</p>		
<p>Mathematics</p>	<p>AIS services are provided by teachers and the Math CITE Consultant 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 NY Ready are used</p>	<p>The method for delivery of service is small group instruction.</p>	<p>Services are provided during the school day as well as during extended day on Monday and Tuesday.</p> <p>A Title III after school program is provided for ELL students as well as ELL students with disabilities on Wednesdays and Thursdays for one hour each day.</p>

	<p>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 Problem of the Week are used to extend understanding and build enthusiasm.</p>		
Science	<p>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.</p>	<p>The method for delivery of service is small group instruction.</p>	<p>Services are provided during the school day as well as during extended day on Monday and Tuesday.</p>
Social Studies	<p>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.</p>	<p>The method for delivery of service is small group instruction.</p>	<p>Services are provided during the school day as well as during extended day on Monday and Tuesday.</p>

<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>At-Risk Guidance:</p> <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. <p>Conflict resolution intervention, Counseling, attendance and behavior Modification as well as work-study skills, ACS liaison activities and parent conferencing.</p>	<p>The method for delivery of service is small group and individual counseling.</p>	<p>Services are provided during the school day on Tuesday's and Wednesday's</p>
---	--	---	---

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

At P.S. 97 / The Forest Park School ensures that staff members are highly qualified by having the pupil Personnel secretary 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. These teachers are set up with an action plan in which they are assigned to inter-visit their colleague's classrooms to view specific lessons. Teachers then have time to debrief with the teacher on the lesson they observed.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Teacher Association, and Title I Parent Committee. A welcoming environment is the key to keeping our parents involved.

- A Welcome Back Parent Orientation is held during the first few weeks of school providing our parents an opportunity to meet many of the staff that will have a part in their child's elementary school day. Parents learn of various school policies such as birthday celebrations, the importance of completing blue cards, photo/media consent forms, playground permission slips, evacuation drill permission slips, and lunch forms. Parents have an opportunity to meet and know by name the following staff members:
 - School Nurse
 - School Aids
 - Attendance
 - Lunch Program
 - School Security
 - School Based Support Team
 - Guidance Counselor
 - Office of Food Services Staff
 - Secretaries
 - Administrators

- 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.

We know that our parents must be informed of school events, activities, and programs in order for them to be able to help their children reach academic and social success. With programs changing on a continuous basis, we find it critical to inform our parents of these changes as they take place.

Some of our parents find helping their children with school work to be a challenge. We provide Staff Facilitated workshops to help them feel more comfortable with this. Some topics addressed are:

- Common Core Learning Standards
- NYC DOE Discipline Code

- Grade 3, 4, & 5 ELA and Math Test Prep
- Grade 4 Science Test Prep
- Making Math Fun
- Learning to Love Reading
- Monthly Read Alouds where reading strategies and levels are discussed and shared
- Communicating With and Listening to Your Children
- Homework Help

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community conducts an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. We take the needs of our parents very seriously. We do everything we can to make certain that we are providing our parents with the support they need to help their children succeed.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent-Teacher Association, as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school has developed a parent policy that fosters a partnership between the home, school and community.

- Parents have opportunities to openly discuss their wants, desires, and needs at the many events in which they visit our school. A survey is distributed for our parents to be complete and returned to allow us to gather information such as the most convenient times they are available to visit our school, topics they would like to see addressed, and how they would like us to communicate with them. These returned surveys are reviewed and activities are scheduled accordingly. This information will be maintained by the school.
- Parents receive up to the minute information regarding school events via email. With our parent distribution list of about 500 email addresses, we are able to keep the majority of our parent population informed of pertinent information. These emails are translated to our necessary languages.
- The school will reach out to provide parents with information about school programs and student progress. This will include phone calls, emails, 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 volunteers and make every effort to match the experience and talents of our parents to the needs of the school. Some ways in which our volunteers will support our school is through various fundraisers such as our Book Fair and Candy Sale, as well as our Pajama Drive, Box Top Collection, Pennies for Patients program, and Pet Drive.
- 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. Parents will actively participate on our School Leadership Team.
- The school will help parents gain access to support services by other agencies, such as health care, Academic Intervention Services (AIS), and childcare programs.
- ESL Parents will participate in 1 of 2 scheduled ESL Parent Orientations where they will view a video and learn of their options. These will be held in September and October. A NYSESLAT Test Prep workshop will be facilitated by our ELL staff which will inform our parents of the ELL testing process.
- Parents will participate in various Multi-Cultural events celebrating the many countries which are represented in our school family. A Chinese New Year Celebration and Multi-Cultural Potluck Dinners are a few events where culture is celebrated.
- Monthly Read – Alouds are scheduled to help our parents learn how to read with emotion and add life to a story making it interesting for their children. Various reading strategies are shared.

- We will continue to have a full time Parent Coordinator who will be responsible for promoting parental involvement and addressing parental concerns. Communication is via phone, email and hard copy.
- In addition to the curriculum based workshops, example, literacy, math, science, we also offer our parents an opportunity to learn of special days which are celebrated each year. Our celebrations include:
 - Dr. Seuss' Birthday
 - Poem in Your Pocket Day
 - President's Day
 - Black History
 - 100th Day of School
 - Pi Day
 - Earth Day
 - Chinese New Year
 - Groundhog Day
 - Earth Day
- Socializing for our parents is as important to them as it is to their children. Parents have an opportunity to participate in various activities where they learn a new art and learn how to get along with others. Friendships are built and nurtured during some of our fun activities:
 - Crochet
 - Scrapbooking
 - Zumba

Additionally, we have established working relationships with many Community Based Organizations which we are very proud of. Below is our most current list of our support to our parents.

- **Health Plus provides workshops on the following topics:**
 - Breast Cancer Awareness
 - Stress Management
 - Living with Asthma Comfortably
 - Summer Safety
 - Domestic Violence
 - Childhood Obesity
 - Living with Diabetes
 - Heart Disease
 - Hypertension
- **Cornell University provides an 8 week program entitled Health & Nutrition. Parents in attendance learn of healthy recipes, proper portion size, and how to shop to prepare healthy recipes. Parents receive free kitchen gadgets as well as a participation certificate.**
- **The FDNY provides workshops on the following:**
 - **Fire Safety – all in attendance receive a free smoke detector.**
- **CPR classes – all in attendance learn how to keep a person alive until professional help arrives. All in attendance receive a DVD to be shared with friends and family.**
- **Office of School Youth Development provides a workshop on Gang Awareness for our parents. They are quite frightened by what they learn.**
- **New York Blood Centers provides workshops for parents informing them of the importance of blood donations. Blood Drives are scheduled according to participation.**
- **Office of Emergency Management provides workshops on “Ready New York” preparing our parents on how to be ready in case of an emergency. We are very proud to be the Ready School of the Year - 2011!**

- **Sylvan Learning Center provides workshops on the following topics:**
 - At Home Strategies
 - The Write Stuff
 - Avoid Report Card Surprise
 - Book Adventure
 - Learning Feels Good
 - From Stress to Success
 - Transitioning to Middle School
- **Advocates for Children provides workshops on the following topics:**
 - Early Intervention Services for Infants and Toddlers
 - Special Education Services
 - Special Ed Reform
- **Autism Speaks provides a workshop on how to be a friend to a person with Autism.**
- **Dial A Teacher provides various workshops for parents. A specific topic is selected each year.**
- **Woodhaven Public Library provides many programs for the many members of our community. The children’s librarian is very involved with our parents in supporting the literacy component of our equation.**

SCHOOL-PARENT COMPACT

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

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:

The Forest Park School Public School 97Q
85-52 85 Street, Woodhaven, NY 11421
Tel: (718) 849-4870, Fax: (718) 849-5356

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

“PARENTS ARE PARTNERS”

“When parents actively participate in their children’s education, studies have shown that their children do better. Neither schools nor parents alone can ensure the educational success of the child. It takes working together toward this common goal. In a society comprised of diverse family structures, and with so many demands placed on them, schools needs become even more sensitive to family needs. Steps should be taken to ensure that parents, in cooperation with their children’s school, have an opportunity to share in their children’s educational experience. Toward that end: The new Federal

Improving America’s School Act, provides that each Title I school shall jointly develop with parents a School/Parent Compact that outlines how parents, the entire school staff and students will share that responsibility for improved school achievement.”

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

P.S. 97 AGREES:

1. To provide an annual meetings for Title I parents to inform them of the Title I program at P.S. 97 and their right to be involved. This meeting will be held prior to December 1 of each year. 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.
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. making available the needed information for parents to access www.arisparentlink.org
 - d. scheduled access to staff
 - e. opportunities to participate in and observe their child’s class
8. To provide opportunities for parents to participate in school-wide activities
9. 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.
10. 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.
11. To make certain that all communication is delivered in the languages spoken in our school community.
12. To make available interpreters to afford all of our parents the opportunity to communicate with school staff.
13. To offer opportunities to parents to organize various events using the many talents they have to share.
14. Welcome all families and encourage their participation in helping their children reach both academic and social success.

P.S. 97 PARENTS AGREE:

1. To become involved in developing, implementing, evaluating and revising the school/parent involvement policy
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 90% 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 participate on the School Leadership, if available
 9. To reach out to the parent community on what type of training or assistance we would like in order to further enhance the educational program

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

Parent Signature: _____

Date:

Child's Name (s): _____

Classes:

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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%
------------------------------------	------------	----------------------	------------	---	---------------

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	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 for learning. ELL teachers meet frequently with Special Education teachers to monitor the instructional needs of these students. Annual Reviews to discuss the ELL-SWDs' placement are held once a year, or more frequently if necessary. Bilingual special education teachers, the bilingual speech therapist, the bilingual psychologist, the bilingual social worker, the guidance counselor, and ESL teachers attend and participate at the ELL-SWDs' Annual Review (IEP) meetings.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

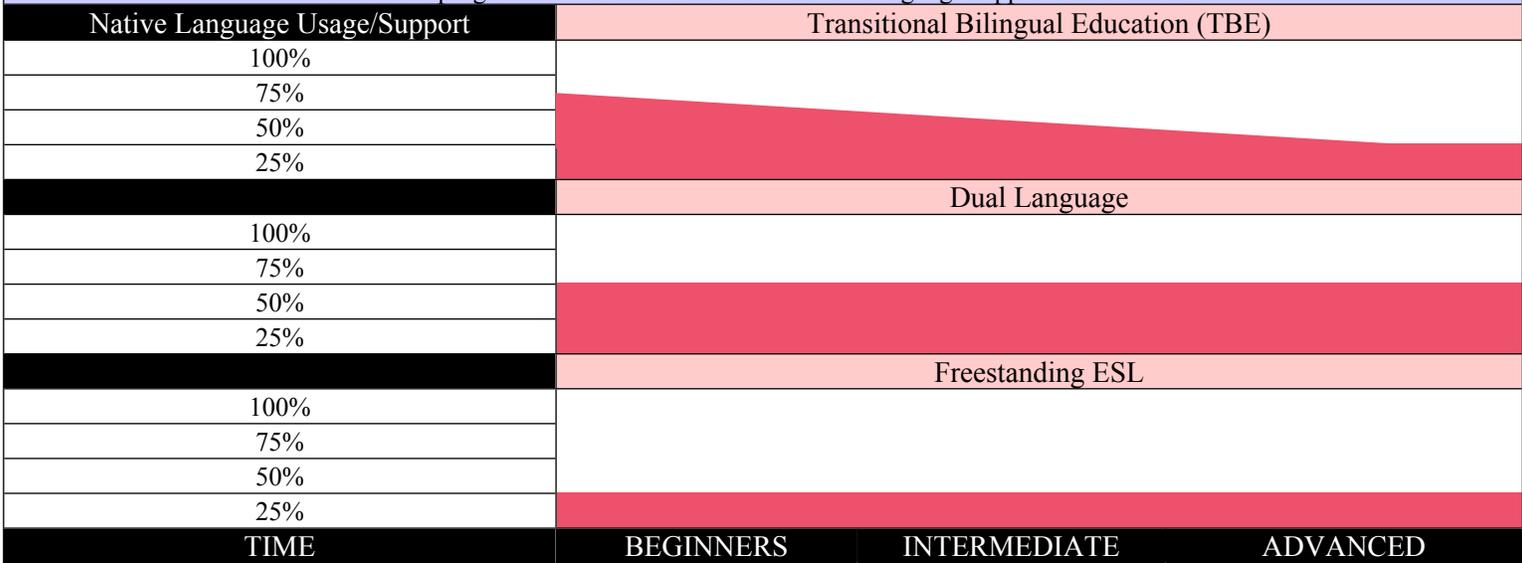
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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 January, ELL students come to the Multicultural Potluck dinner. ELL students participate in our annual Talent Show. Our Title III money is the funding source.

13. The instructional materials used to support the learning of ELLS are:

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

Most classroom teachers are using Smart Boards. They also use Starfall, a computer program which teaches letters and sounds. Our technology cluster teacher, Nora McDermott, is using Destination Reading, a part of Learning Management System, Pixie, and Microsoft Word.

We currently use the Treasure Chest program, which includes content area instruction in English Language Arts, Social Studies, and Science. Also, teachers download lower-level readers for our ELL students from the website Reading A-Z. Classroom teachers have bilingual dictionaries and picture dictionaries for their ELL students.

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

15. ELL students are grouped according to their ages and grade levels. Resources for our ELL students are age and grade level appropriate.

We currently have two speech therapists. One offers bilingual Spanish services and the other offers monolingual English services. ELLs requiring Occupational or Physical Therapy are seen individually.

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

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

C. Schools with Dual Language Programs

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

D. Professional Development and Support for School Staff

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

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

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.
- ESL Parents will participate in a Chinese New Year Celebration. A Chinese menu and a Chinese book read-a-loud will be shared with parents by Yiwen He, an ESL licensed teacher who speaks Chinese. We will plan for 75 parents in attendance. All parents in attendance will receive a copy of the high-lighted book. The celebration will take place in February.

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

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

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

Workshops on Test-taking strategies and what each student should know to reach success:

- * Grades 3, 4, & 5, Reading and Math
- * Grade 4, Science
- * ELL Parent Orientation and NYSESLAT Test-Prep Workshop
- * Literacy Enhancement Workshops

Read Alouds of the Principal's Book of the Month
Read Alouds of various stories
Literacy B I N G O night
Family Literacy Enhancement through the Queens Public Library
Read Alouds by the children's librarian from the Woodhaven Branch Public Library

Family Fun Saturday Bowling Event
Multi-Cultural Potluck Dinner
Chinese New Year Celebration
Breast Cancer Awareness Walk-A-Thon

Communication lines are open with parents via email in addition to cell phone and landline.

Professional Development for Parents:

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

Professional Development is provided by professionals at monthly PTA meetings in areas of health, school curriculum, assessment and other matters pertaining to family social and educational issues.

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

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

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

Annual evaluation of the Parent Involvement Policy

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

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

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

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

1. 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.
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

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

ESL teachers review and analyze the results of the Interim Assessments and determine where students need additional support. We then form special groups to target instructional needs. In addition, we bring the data to the attention of our support staff, who will then provide our ELL students with AIS services and appropriate remedial instruction during the extended day program.

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: <u>P.S.97Q The Forest Park School</u>		School DBN: <u>27Q097</u>	
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

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)
	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.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

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

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

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 AMAOs and student performance data on the New York State exams, it was noted that our ELL population did not make significant progress on the ELA exam. Although our ELLs and former ELLs are performing at level two and three, our goal is to increase their performance by 6%.

In order for students in grades two through through five to reinforce reading, writing, and math skills we will have a literacy and math program after school to increase our students' strength in these areas. The program will run beginning in early January through mid- May, for two days per week (Wednesday and Thursday), for one hour each day (2:30 pm to 3:30 pm). The per session ELL teachers along with content area and special education teachers use summative data and other assessments to group students and to plan lessons. Eight teachers will be hired, 1 hour per day for 31 days. The teachers will be certified ESL teachers as well as special education and general education content area teachers that will co-teach with our certified ESL teachers. Our instructional goals is to develop literacy and math skills through small group differentiated instruction. The group of ELLs also includes ELL students with IEP's. Therefore, we are including two special education teachers that will work in conjunction with the ESL teachers. Smartboards and laptops will be used for a portion of the instruction. Other materials to be used include math manipulatives, Getting Ready for the NYSESLAT, literacy support material and material which will focus on grammar and comprehension. There will be two classes per grade in grades two through five. Each teacher will have a group of ten to fifteen students. SIFE, long-term ELLs and ELLs with IEP's will be given priority and receive additional support. The program will be served by eight teachers: three teachers hold NYS certification in TESOL (Teaching English to Students of Other Languages). Two teachers are highly qualified content area teachers and three are special education teachers. The students will be using ELA and Math supplemental materials which will reinforce the skills and strategies in which students are not making adequate yearly progress. Students will be assessed with a pre-test and post-test to monitor their progress. Teachers will score these assessments and review with the students their responses to ensure they understand the correct responses. These assessment results will be analyzed by the teachers and in turn they will adjust their plans to provide additional practice in the areas of weakness in literacy and/or math.

The NYSESLAT scores were analyzed by interpreting the scale scores to determine growth in English language development and in all modalities. The information was used to determine students eligibility.

Data indicates that after two years of ESL instruction our ELL students reach advanced and/or proficient levels in listening and speaking, but still show deficiency in reading and writing. The teachers' goal is to provide additional instruction during the Title III program to improve reading and writing skills in order for our students to attain proficiency in these areas.

Part C: Professional Development

Part C: Professional Development

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

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

Begin description here:

The professional development plan for all ELL personnel at The Forest Park School is ongoing. Such professional development include: new teacher training, BESIS survey collection, extension of services technical assistance, Title III funding, initial enrollment procedures, inquiry data and analysis, preparation and scoring for NYSESLAT, Destination Reading training, etc. The professional development plan for ELL personnel is current and maintained every year. We are encouraged to attend workshops to learn additional strategies and stay abreast of current trends. Participants of these ongoing workshops include subject area teachers, the guidance counselor, special education providers, service providers, paraprofessionals, school secretaries, and the parent coordinator.

Ongoing professional development will be implemented for all staff. Strategies and analysis of the ELL program will be shared with all classroom teachers. We provide in-service training to all personnel providing instruction or other services to such pupils in order to enhance their appreciation for the pupils' native languages and cultures and their ability to provide appropriate instructional and support services.

The ELL teachers provide teachers with strategies for use in the classroom to develop language and literacy skills in our ELL student body. The plan for facilitating PD among classroom and content area teachers to support ELLs in the development of academic language is the use of ESL methodologies to scaffold understanding. 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.

In order to support ELL and former ELLS, SIFE, long-term ELLs and ELLs with IEP's, ESL teachers attend monthly in-service professional development from September to June offered by the CFN. Teachers are provided with training by the CITE consultants in strategies to teach math. CITE consultants for English language learners provide our ELL staff with ongoing professional development. Teachers plan collaboratively weekly during common preps, look at student work, and discuss student progress and performance. Teachers share best practices in order to better prepare the students for the NYS exams. 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, ELL Strategies in the Content Areas, Improving Outcomes for All English Language Learners, Literacy Strategies for ELLs and the Common Core State Standards.

Part D: Parental Engagement Activities

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 an effort to keep parents and guardians engaged and informed of their child's education, workshops are offered to them throughout the school year. The information presented at our workshops empowers our participants to be involved in their child's education in a positive way. We have established working relationships with various CBO's who help us strengthen our school community. Our parents and guardians are notified of these events by calendar, newsletters, flyers and e-mail reminders which are translated into necessary languages.

Our ELL parents/guardians who are new to our school are invited to attend our Parent/Guardian Orientation where they have an opportunity to view the ELL Parent Choice Video and then complete their choice of programs. The orientation is offered twice for the convenience of the parents and guardians. We also invite the parents/guardians of the ELLs to join us for the NYSESLAT workshop where the test is discussed and they are given an opportunity to ask questions and share their concerns. Monthly professional development for parents will be organized by the parent coordinator. This professional development will focus on school life for students, curriculum standards, assessments, and health and medical issues for families. Professional Development is provided by professionals at monthly PTA meetings in areas of health, school curriculum, assessment, and other matters pertaining to family, social, and educational issues. Professional Development is provided for parents on the School Leadership Team (SLT) in order to assist team members in making informed decisions about school matters.

ELL Professional Development: Monthly ESL professional development will be made available to all parents of ELLs. Parents will be afforded opportunities to learn about NYS-ESL standards, instructional strategies and NYS and NYC assessments given to their children as well as how and what their children learn.

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

P.S. 97 is committed to developing and implementing a parent policy that fosters a partnership between the home, school, and community.

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.

Part D: Parental Engagement Activities

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.

With the guidance and support of the school, family members can assist their children with homework and other school related activities. Our school will encourage parents to join in learning activities at home (library cards, Parent Teacher Association (PTA), book fairs, following directions, etc.)

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.

Parents will be encouraged to attend PTA meetings that will be held at times that are convenient for them. When necessary, translators will be available, so those parents will understand all of the proceedings at PTA meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings.

Through the efforts of the Parent Coordinator and the PTA President, an outreach will be made to parents of students in temporary housing (STH) so that these families will be involve in all parent/school activities.

Student of the month and citizen of the month celebrations will be held in conjunction with PTA meetings.

School publications (i.e. newsletters, and letters to parents) will be used to apprise parents of important upcoming events, including testing dates, school events, and open school.

The school calendar will be disseminated each month via e-mail and hard copy before the start of the month.

At Open House, the parents of English Language Learners/Limited English Proficiency (ELL/LEP) students will receive an orientation session on the common core learning standards assessment program, school expectations, and general program requirements for bilingual education and/or free-standing ESL programs.

Part E: Budget

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

Allocation Amount: \$15956

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries		

Part E: Budget

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

Allocation Amount: \$15956

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
(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		