



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: THE FOREST PARK SCHOOL
DBN (i.e. 01M001): 27Q097
Principal: MARILYN CUSTODIO
Principal Email: MCUSTOD@SCHOOLS.NYC.GOV
Superintendent: MICHELE LLOYD-BEY
Network Leader: JEAN MCKEON

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Marilyn Custodio	*Principal or Designee	
Danielle Cross	*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	
Edgar Sulca	Member/ Elected Parent	
Catherine Scurti	Member/ Elected Parent	
Wilhelmina Fernandez	Member/ Elected Parent	
Naresha Ali	Member/ Elected Parent	
Julissa Contreras	Member/ Elected Parent	
Eunice Corti	Member/ Elected Parent	
Denise Long	Member/ Elected UFT	
Deena O'Connor	Member/ Elected UFT	
Nicole Vasiu	Member/ Elected UFT	
Patricia Murphy	Member/ Elected UFT	
Jane Breuer	Member/ Elected UFT	
Stephanie Morra	Member/ Elected Parent	
Kerry McGowan	Member/ Elected UFT	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, all teachers will engage in higher order questioning techniques through the use of Depth of Knowledge strategies, as evidenced by an increase in effective questioning practices in short frequent observations and lesson plans.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Feedback from the 2013-2014 Quality Review indicated a need to “strengthen teacher practice so that all students are engaged in high level questions and discussions and work products reflect deep understanding.”

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. All teachers will participate in professional growth practices specifically around Danielson’s component 3b: teacher teams (Using questioning and discussion techniques). All teacher teams (Inquiry and Grade Level) will evaluate their questioning techniques to ensure that they are asking high quality questions that encourage students to make connections among concepts or events previously believed to be unrelated, and arrive at new understandings of complex material.

B. Key personnel and other resources used to implement each strategy/activity

1. All teacher teams (Inquiry and Grade Level), Administration, Achievement Coach, LASW protocols, Digging deeper into data, DOK framework, core curriculum materials, administration and CFN Achievement Coach

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Principal, Assistant Principal and Administrative Cabinet will review teacher’s ratings in Domain 3b; Using Questioning and Discussion Techniques using ADVANCE to ensure that the questioning taking place is challenging to the students, are higher order and discussions taking place are rich

D. Timeline for implementation and completion including start and end dates

1. A minimum of two times a month (one teacher team meeting and one common prep meeting) September 2013- June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Teacher teams meet once a week for 75 minutes. Common prep meetings once a month for 45 minutes. We will use ARIS Learn, Framework for Teaching, Engage NY

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

Training and professional development for parents given by staff. Teachers give workshops to parents on how they can work with their children on using higher level questions as they read for homework. Parents will also be given workshops on the CCLS as well as the instructional shifts for the 2013-2014 school year.

Access to materials and resources that will be made available to parents for in-school and/or at-home use to support their child’s learning and monitor student progress.

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

	Tax Levy		Title IA		Title IIA	X	Title III	X	Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #2

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, all teachers will deepen the use of formative assessment data and ongoing checks for understanding in order to make adjustments to meet the learning needs of all students as evidenced in an increase in effective/highly effective ratings in short frequent observations in component 3d as well as teachers adjusting instructional decisions at the team and classroom levels.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

“ There is a need to align assessments to curricula, use on – going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels” 2013-2014 QR Indicator (2.2)

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. All teachers will participate in professional growth practices that shift teaching practices to increase the incorporation of ongoing checks for understanding throughout lessons. All teacher teams (Inquiry and Grade Level) will evaluate student assessments a minimum of three times using a prescribed protocol for looking at student work.

B. Key personnel and other resources used to implement each strategy/activity

1. All Teacher teams (Inquiry and Grade Level), Administrators, Framework for Teaching, research-based texts to support learning, CFN achievement coach, professional learning communities

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Teachers will meet during planning time to review student assessments and collaborate in creating checklists and best practices in collecting student data. Teacher will align rubrics with assessments and have a collective rubric across grades. Administration will periodically analyze ADVANCE data outcomes from short frequent observations in component 3d (assessment in instruction) to determine increase of effective teaching practices.

D. Timeline for implementation and completion including start and end dates

1. A minimum of three times a year between September 2013 – June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Teacher teams meet once a week for 75 minutes. Common prep meetings once a month for 45 minutes. Professional learning communities will explore strategies to enhance formative assessment practices and effective/highly effective teaching practices within Danielson's Domain 3 throughout the school year.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Training and professional development for parents given by staff.
Access to materials and resources that will be made available to parents for in-school

and/or at-home use to support their child's learning and monitor student progress.

School events (parent-teacher conferences)

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
	Tax Levy		Title IA		Title IIA	X	Title III	X	Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #3

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, there will be a 3% increase of all students in grades 3-5 achieving at or above proficiency level, as measured by the 2013-2014 New York State English Language Arts exam.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
As reported in the 2012-13 New York City Progress Report, 33% of students achieved proficiency (level 3 or 4) in NYS ELA exam. Therefore, there is a need to make strategic decisions to support the school's instructional goals and meet student learning needs to increase student proficiency in ELA.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1. Teachers will meet together to analyze data in order to create ways to customize instruction for students' needs. Teachers will design lessons that are differentiated by various student abilities. There will be after school programs for level 1 and 2 students in grades four and five. The program will provide students with strategies necessary for improving their reading and math. Students in grades one through five that need more support have extended day in which they continue to work on reading and vocabulary in order to improve student outcomes in ELA. There is also an after school program for ELL students that teachers work with small groups in order to assist students in areas of need.
B. Key personnel and other resources used to implement each strategy/activity
1. All Teacher Teams (Inquiry and Grade Level), Administrators. Resources include the NY Ready.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Principal and Assistant Principal will observe classroom lessons and student work. Interim Assessments in Ready Gen, Performance based assessments.
D. Timeline for implementation and completion including start and end dates
1. A minimum of two times a month (one teacher team and one common prep). October 2013 – June 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Teacher teams meet once a week for 75 minutes. Common prep meeting once a month for 45 minutes. Academies, extended day, ELL Afterschool program

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Training and professional development for parents given by staff about how to meet their child's individual academic learning needs at home.
Access to materials and resources that will be made available to parents for in-school and/or at-home use to support their child's learning and monitor student progress.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	X	Title III	X	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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 #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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 #5

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<p>Kindergarten through grade two students who are in need of support in ELA will participate in Foundations and work in small groups. There is one AIS support teacher who works 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 help them meet their academic goal.</p> <p>Teachers use the Fountas and Pinnell Benchmarking program as an assessment to place students in leveled reading groups. Teachers track their students by completing a monthly guided reading checklist to ensure appropriate reading level advancement according to Fountas and Pinnell benchmarks. Teachers use conference notes to plan and guide future instruction based on individualized student needs.</p>	<p>The method of delivery of service is small group instruction.</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 Mondays for selected grade one and two students.</p> <p>A Title III after school program is provided for ELL students as well as ELL students with disabilities on Wednesdays for one hour.</p>
Mathematics	<p>AIS services are provided by teachers and the Math CITE Consultant using Go Math!, differentiated instruction, CCLS aligned math strategies in order to raise proficiency levels. An intervention plan is developed for the upper grades using data from benchmark assessments and standardized assessments.</p>	<p>The method of delivery of service is small group instruction.</p>	<p>Services are provided during the school day as well as during extended day on Mondays.</p> <p>A Title III after school program is provided for ELL students as well as ELL students with disabilities on Wednesdays for one hour.</p>

	Supplemental math programs and test prep models/strategies such as NY Ready are used during the day as well as during extended day in small groups. SETSS is utilized and focuses on hands-on problem solving. Enrichment activities are used to extend understanding and build enthusiasm.		
Science	In grade four, 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 students for the upcoming science test.	The method for delivery of service is small group instruction.	Services are provided during the school day as well as during extended day on Monday.
Social Studies	In grades four and five during the day and in the extended day, through small group instruction, teachers focus on teaching students how to analyze and respond to questions utilizing several strategies to achieve success.	The method for delivery of service is small group instruction.	Services are provided during the school day as well as during extended day on Monday.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At-Risk Guidance: <ul style="list-style-type: none"> • Group and individual counseling on an as needed and scheduled basis. • Consultation with administration, staff and parents. • Referrals to support agencies. Counseling, attendance and behavior modification as well as work study skills, ACS liaison activities and parent conferencing.	The method for delivery of service is small group instruction.	Services are provided during the school day as well as during extended day on Monday.

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
P.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 colleagues classrooms to view specific lessons. Teachers then have time to de-brief with the teacher on the lesson they observed.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Teachers meet during teacher team time as well as common preps to plan their lessons and align them to the CCLS. Teachers have attended workshops and turn-keyed the information to the whole staff regarding how to implement and align the standards to instruction. The teachers plan by grade level as well as look at the standards above and below their teaching grade in order to see what is expected of the students the following year. The teachers have also been trained in Ready Gen and Go Math which are programs aligned to the CCLS. The teachers will be continuing to participate in professional development for Ready Gen and Go Math. In addition, teachers will have a CITE consultant assist them with Go Math and its alignment to the CCLS. The CITE consultant will differentiate when working with the staff in areas teachers need support. Teachers also have a choice in which areas they would like PD in order to better their instruction.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
<ul style="list-style-type: none"> • School ensures all <u>conceptually</u> consolidated funding coordinates and integrates the use of Federal, State and/ or Local funds to meet the intent and purpose of all programs. • Funds are allocated to meet the needs of STH. Funds provide social/emotional, academic services and OTPS materials to Students in Temporary Housing.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
The Pre-K program uses the Pre-K CCLS the city provides in order to align Pre-K to the Kindergarten standards. The Pre-K teacher meets during teacher team meetings and grade conferences with the kindergarten teachers. Parents of Pre-K students are invited to CCLS workshops in order to connect Pre-K to the elementary program. The Pre-K and kindergarten teachers share records and information about the students in order to best place Pre-K students the following year.

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Teachers are using Ready Gen and GO Math! which are aligned to the CCLS. Teachers meet in teams and discuss which assessments they will use to assess students after each unit. Teachers continue to be trained in Ready Gen and GO Math! throughout the school year.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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 as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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 will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of all of our 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 will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent-Teacher Association and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, health issues, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- provide opportunities for parents to learn of the Common Core Learning Standards on all grade levels;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- hosting educational family events/activities during Parent Teacher Conferences and throughout the school year;
- inviting parents to visit their child's classroom each semester to observe an instructional lesson;
- encouraging meaningful parent participation on School Leadership Teams, Parent Teacher Association and Title I Parent Committee;
- encouraging participation by the male members in our students' lives;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter designed to keep parents informed about school activities and student progress;
- continuing to build an email distribution list where communication is a daily routine;

- providing student planners for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand;
- partnering with outside agencies to offer support to our parents not only in academics, but in community issues, health and emotional levels as well;
- encouraging participation in many charitable events including food drives, pet drives, and disease related charitable events;
- sharing the success of our events with our community through the local papers;
- listening to their needs and acting upon them;
- hosting events and activities which are suggested by our parents.

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- conducting classroom visits each semester offering our parents an opportunity to observe an instructional lesson;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times;
- continuing to build upon a growing email distribution list used for daily communication in all necessary languages;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- encouraging all parents to connect with ARIS Parent Link;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;

- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences, festivals, potluck dinners, and celebrations.

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- maintain a clean school especially during my lunch period;
- know that there are consequences for my actions;
- always try my best to learn.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

District 27	Borough Queens	School Number 097
School Name Forest Park School		

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

Principal Marilyn Custodio	Assistant Principal Stella Kalogridis
Coach type here	Coach type here
ESL Teacher Robin Hoffman	Guidance Counselor Sharon Morganstern
Teacher/Subject Area ESL--Rosalie Kenny	Parent Maria Saltas
Teacher/Subject Area ESL--Karen Abramowitz	Parent Coordinator Amelia Joseph
Related Service Provider Ingrid Reznick	Other ESL Teacher--Yiwen He
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	4	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	3
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	1
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	699	Total number of ELLs	116	ELLs as share of total student population (%)	16.60%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	116	Newcomers (ELLs receiving service 0-3 years)	97	ELL Students with Disabilities	11
SIFE	4	ELLs receiving service 4-6 years	11	Long-Term (completed 6+ years)	8

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	97	4	5	11	0	5	8	0	1	116
Total	97	4	5	11	0	5	8	0	1	116

Number of ELLs who have an alternate placement paraprofessional: 1

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	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	19	16	16	7	11	14								83
Chinese	1	1	2	2	1	1								8
Russian														0
Bengali		1	2	1	1	2								7
Urdu														0
Arabic	2	7		2	2									13
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	2	2			1									5
TOTAL	24	27	20	12	16	17	0	116						

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	17	7	4	4	7	6								45
Intermediate(I)	2	5	10	2	3	3								25
Advanced (A)	5	21	9	6	7	9								57
Total	24	33	23	12	17	18	0	127						

NYSESLAT Modality Analysis

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	8	2	0	0	10
4	10	2	0	0	12
5	8	7	0	0	15
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2	2	6	1	2	0	0	0	13
4	3	1	3	4	3	1	0	0	15
5	13	2	2	2	0	0	0	0	19
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	1	2	7	3	1	1	15
8									0

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

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 Foreign Language				
Government				
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								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
 - Our school uses LAB-R, Fountas and Pinnell Benchmark System and WRAP kit, and weekly conference logs during guided

reading, and the NYSESLAT (RLAT/RNMR reports) to assess the early literacy skills of the ELLs.

Beginning in February 2014, we will assess newly admitted ELL students using the NYSITELL. The data provides insight on ELL learners in terms of understanding and using the four language skills (listening, speaking, reading, and writing) necessary to be English competent.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
 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-5 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. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 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.
4. For each program, answer the following:
 - a. 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?
 - 4a. In the areas of science, social studies and math, most of the ELL students chose to use the English test version. The ELL students prefer to take the test in English rather than in their native language. However, students who are taking these content area tests for the first time prefer to take tests in their native language with the aid of a translated glossary. Our students tend to perform on a satisfactory level.
 - 4b. The school leadership and teachers are using the results of the ELL periodic assessments to drive instruction. The school leadership will utilize AIS teachers along with the ELL teacher to meet the needs of each ELL student. Their strengths and weaknesses will become clearer using the results of these assessments along with other work the students have completed as evidenced in their portfolios.
 - 4c. ELLs with some proficiency tend to show growth on periodic assessments from year to year. In the content areas, these ELL students are comfortable using the English versions of the assessments. However, newcomers struggle and prefer to use the native language tests.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
 5. We use both hard and soft data to guide instruction for ELLs. Hard data includes ELL periodic results, ARIS data which provides scores from New York State ELA, Math, and Science exams, and especially the NYSESLAT, LAB-R, and soon to use the new NYSITELL. Soft data includes teachers' tests and observations. Students are grouped according to the data using the RTI Tiers 3,2,1 to group students.

We use the following strategies throughout the school day. According to the RTI framework, these strategies include, but are not limited to:

 - a. building background knowledge:
 1. starting with rich text and big ideas so students encounter and study abstract language and abstract concepts, and learn about the world
 2. previewing key concepts and challenging vocabulary, as well as reviewing students' understanding of important points
 3. when possible, drawing on and using students' home languages
 - b. close, interactive reading aloud:

1. frontload vocabulary, sentence structures, and concepts.
 2. ask open-ended questions along the way; engage students in discussion and dialogue about a big idea in the text
 3. include relevant multicultural literature as well as multicultural chants, songs, and poems that help to build phonemic awareness
- c. storytelling using wordless books
- d. collaborative discussion and debate:
1. devote instructional planning and time to student projects that are discussion-based, including oral presentations and debates
 2. during discussions, pose open-ended questions and keep the conversation going
- e. role playing and rehearsed oral performance
- f. multifaceted and intensive vocabulary instruction:
1. study words, word parts, and word families as part of the content-based literacy instruction; build words and knowledge at the same time; include a focus on words with multiple meanings
 2. include vocabulary learning strategies such as using visual cues, total physical response (TPR; i.e., physically acting out new terms), and realia
- g. sentence transformations through guided dialogue
- h. language frames for speaking and listening
- i. jointly constructed extended writing:
1. e.g., co-constructing a written text based on a shared classroom experience
 2. connecting writing assignments to content under study; supporting
- j. explicit connections to community and content

Students are provided with tiered interventions, such as response to intervention and language support in the chosen model of English Language learner instruction as well as time for teachers to work in teams. Teachers plan lessons that intergrate the common core instructional shifts which identifies authentic opportunities for reading, writing, speaking and listening.

6. How do you make sure that a child's second language development is considered in instructional decisions?
 6. NYSESLAT scores, as well as our personal interactions, help determine each student's second language development. Students are grouped accordingly, with other students of similar language ability, i.e., advanced, intermediate, beginner. Teachers plan their instruction based on their students' language proficiency level. Texts in student's native language are used as often as possible. We determine the groups using the NYSESLAT scores from Spring 2013. ESL teachers collaborate with classroom teachers to ensure that appropriate instructional decisions are made.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
7. N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
 8. After examining NYSESLAT scores and other interim and benchmark assessments, we notice gains in ELLs' language acquisition. The regular classroom teachers observe growing confidence in the children who receive ELL services. We evaluate the success of our ESL program for our ELLs based on progress shown throughout the school year via assessment tools used in the school (e.g., Fountas and Pinnell, WRAP Kits, Weekly Assessments, Periodic Assessments, and NYSESLAT). Student progress is pertinent in our decision making when deciding on an ELL program that is successful for our school.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
 1. All parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS), including an informal oral interview in English as well as in the native language. This initial screening interview is conducted by one of our four trained NYS ESL certified teachers: Robin Hoffman, Rosalie Kenny, Karen Abramowitz, and Yiwen He. Translation services are available by Robin Hoffman (in Spanish) and Yiwen He (in Chinese). This survey and interview informs staff as to the language used in the home. The correct language code is then entered into ATS accurately by Mary Scafidi, our pupil accounting school secretary. 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 the 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. Beginning in February 2014, we will assess newly admitted ELL students using the NYSITELL. 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, Marilyn Custodio, ESL teachers, Parent Coordinator, Amelia Joseph, 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 the three programs for ELL students in their home language, and 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 ESL services. ESL teacher interviews students when they are first admitted during registration.
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.
 2. The parents are given the choice of three programs and literature is provided in their native language outlining each of the 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 within a ten day period
 - 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 eventsWe did not have enough parents that chose TBE/DL to form a bilingual/Spanish class. The majority of parents chose the ESL

program.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
 3. After students are administered the LAB-R and the student is deemed entitled to receive English support services, the student and parent(s) or guardian(s) are invited to parent workshops where the three program choices are described. The parents of ELLs watch a video which explains the three program choices (TBE, Dual Language, ESL), followed by a question-and-answer session. Participating parents are asked to complete the survey and forms during the workshops. However, if a parent of an ELL child is unable to attend, letters are sent home with the child and follow up calls are made to the home if the forms fail to return. The Parent Survey and Program Selection forms are collected and kept on file by our parent coordinator, Amelia Joseph. Lists are kept of the number of students requesting each program choice. Parent program selection is also entered on ATS by the pupil accounting secretary. The ATS report is the RLER for NYSESLAT eligibility which is used to determine our ELL students. Each teacher keeps copies of letters sent out to students. We keep a file of the returned letters.
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.
 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. We keep copies on each students on file in the main office. We send the letter out in the student's native language so they are notified.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
 5. After checking each ELL student listed on the RLAT, the testing coordinator designs the NYSESLAT testing schedule . ESL teachers administer the speaking part of the test individually to students. After that, ESL teachers administer the listening, reading, and writing portions of the test on consecutive days. Testing coordinator has a schedule of specific times to administer exams - all four parts. The list of students comes from RLER report.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
 6. 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. Parents prefer their children to use English and be engaged in activities with a strong emphasis in literacy and language development. The majority of parents requested their child stay in our school for an intensive ELL program.
The school's program is aligned with what parents have been requesting. The school offers an extensive push-in/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. Out of the 127 ELLs, 113 chose ESL as shown on the Parent Survey and Program Selection Forms returned. We are aligned with parent choice by offering the ESL program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?
 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 and grade level.
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)?
 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 and grade levels. Students that are beginners and intermediate receive 360 minutes of ESL instruction. Our Advanced students receive 180 minutes per week. Teachers are scheduling to ensure they are serviced according to the NYSESLAT 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. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
 3. Our students come from varied backgrounds and therefore receive content area instruction in core academic areas in English. Where possible, translations such as ESL materials/books 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 weekly. To corespond with the grade curriculum planning, the ESL teachers provide ESL 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, We also use materials from the Ready Gen and Go Math! CCSS programs. ESL teachers collaborate with classroom teachers in order to align lesson planning. We strive for our ELL students to successfully integrate the common core learning standards which will provide students with necessary fluency, comprehension, analytic and communication skills necessary to be on track for college and career readiness. We use Ready Gen and GO Math push in / pull out program aligned to the common core. ESL teachers plan with the classroom teachers.

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

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 Common Core (NYSCCMATH) 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. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

5. ELLs are evaluated, both formally and informally, in all four modalities throughout the school year. Newcomers are formally assessed in English (and Spanish, if appropriate) using the LAB-R and LAB exams. The ELL Periodic Assessment is administered in November and again in March. This assessment evaluates the ELLs' English acquisition in the listening, reading, and writing modalities. The NYSESLAT, given in the Spring to all ESL students, provides another formal assessment which offers a great deal of valuable information, in all four modalities of English acquisition. We can differentiate our instruction and base our grouping using the NYSESLAT results.

Teachers informally assess ELLs through their observations during classroom interactions. ESL teachers collaborate with general and special education teachers to discuss their evaluation of the ELLs' language acquisition in all four modalities, as shown by their listening and speaking ability, as well as their reading and writing skills.

ELL Periodic Assessments are used (formal) and teacher judgement/assessment are used (informal).

6. How do you differentiate instruction for ELL subgroups?

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

6. 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. An after-school program beginning in January 2014 for SIFE and all ELLs. Beginners that are newcomers are grouped together eight periods a week for beginning English instruction.

- 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. ELLs 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 proficiency. 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.

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

7. 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. Teachers use the Universal Design for Learning (UDL) which provides flexibility in the ways information is presented in order to ensure their instruction meets students individual learning styles.

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.

We ensure that ELL-SWDs whose IEP mandates ESL instruction receive appropriate program by having our ESL teachers push into classrooms and collaborate with classroom teachers.

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

8. 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.

ESL and classroom teachers work together when planning push-in teaching in classrooms. Teachers work together during teacher team time to ensure classes are on the same schedule in order for ELL and SWD to continue on the same lessons. ESL and classroom teachers use vocabulary words and visuals in order to assist ELLs and SWD.

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

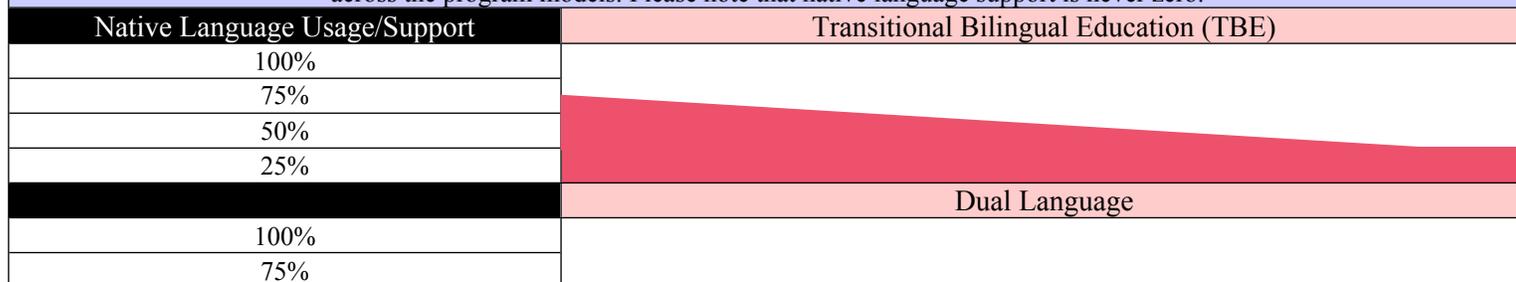
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

9. We provide supplemental services to grades 1-5 during our Extended Day. The primary focus is to provide additional support 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. ESL teachers meet with science clusters to plan lessons. ESL teachers also have common planning time with classroom teachers that teach social studies within the curriculum.

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

10. We are providing ESL instruction to ELLs in grades Kindergarten through five through push-in and pull-out programs. ESL teachers are collaborating with classroom teachers to ensure that our program is effective in meeting the diverse needs of our ELL population.

On Wednesday after school, ELLs receive 1 hour per week of instruction in the ELA and math content areas. This program is funded through our Title III grant. ELL students in grades two through five will receive small group instruction provided by nine general education teachers and three ESL teachers. ESL teachers use many visuals and vocabulary when meeting the needs of the students. Students work with an ESL teacher and are grouped according to their language development. Lessons are differentiated to meet their individual needs.

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

11. We are currently using Foundations in grades K-2, an ESL component to our school-wide reading program Ready Gen and Go Math! 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. These programs are aligned with CCLS and new instructional shifts.

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

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

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

13. ELLs are offered equal access to all school programs by participating in our extended day offered on Mondays after school programs, AIS services and any program we implement in our school.

ELL services include:

- supplemental services to grades 1-5. Reading and Math Instruction takes place during extended day 1 day a week on Monday 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 10 students per teacher in a group. The emphasis is on language acquisition, reading and math performance standards. The focus of the teachers 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 from 2:20 p.m. - 3:35 p.m. After-school intervention and Literacy and Mathematics programs using Title III funds are provided; all ELLs may attend.

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

14. 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
- Ready Gen
- Go Math!
- Extended Day program on Monday
Afterschool literacy and math program

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

15. ESL instruction includes content-based instruction, which is aligned to the Common Core 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.

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

16. ELL students are grouped according to their language proficiency and grade levels. Resources for our ELL students are age and grade level appropriate.

We currently have a therapist who offers bilingual Spanish services as well as monolingual English services. ELLs requiring Occupational or Physical Therapy are provided the services individually.

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

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

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

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

19. N/A

C. Professional Development and Support for School Staff

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

1. 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 ESL class. Ongoing professional development will be implemented for all staff. Strategies and analysis of the ESL program will be shared with all classroom teachers, paraprofessionals, psychologists, and all support staff.

Workshops, demonstration lessons and intervisitations will be provided for teachers on supporting ELLs in Math, using the Danielson Framework to improve teacher practice.

2. ELL teachers attend several workshops to support their teaching of the Common Core Learning Standards. ELL, as well as general and special education, teachers are provided with the services of an ESL consultant. The ELL consultant gave professional development concerning Core Literacy for ELLs and ELL Assessment.

ELL teachers attend professional development workshops entitled Creating Opportunities for ELLs to Succeed in the Common Core: The Research-Based Approach. Workshops have been provided by Pearson, Inc. for using Ready Gen, our English language arts program and Go Math!, our math program, both aligned with the Common Core State Standards. Five days of professional development has also been given to our ESL and SE teachers, as well as our administrators, in using the Response to Intervention model for ELLs, which focuses on writing and academic language demands in mathematics for ELLs.

Another professional development for teachers of ESL is entitled Creating Connections--Building Bridges..Instruction Shifts for ELL Academic Success.

ELL teachers are informed through the internet about ELL workshops, such as OELL, RTI Institute webinars, and powerpoints regarding the Common Core Learning Standards.

3. 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. ESL and classroom teachers plan and align lessons to the Common Core Learning Standards. Teachers are aware of the middle and high school standards and teachers prepare lessons so that the students are well prepared for future grades.

4. The ESL teachers provide classroom teachers with strategies for use in the classroom to develop language and literacy skills for 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 and Teacher Team Meetings. The workshops conducted in our schools are Danielson Framework 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 math instruction with support for ELLS. Robin Hoffman, ESL Teacher, Amber Degnan, IEP Teacher and Stella Kalogridis, Assistant Principal attend the Institute on RTI for ELLs Professional Development held in four sessions.

D. Parental Involvement

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

1. 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 ELL 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 ELL 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.)
- ELL 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 ELL 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 ELL parents gain access to support services by other agencies, such as health care, Supplemental Educational Services (SES), Academic Intervention Services (AIS), and childcare programs.
- ELL Parents will participate in two scheduled ELL Parent Orientations where they will view a video and learn of their options. These will be held in September and October. Refreshments will be provided.
- "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.
- ELL 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:

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
- * CCLS and Instructional Shifts
- * Review students NYS CCLS ELA and Math scores

Read Alouds of various stories

Literacy B I N G O night

Read Alouds by the children's librarian from the Woodhaven Branch Public Library

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, CCLS, 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.

ESL Professional Development: CFN 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 CCLS, instructional shifts, 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

Translators are available/provided for parent-teacher conferences.

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. Parents home language is noted in ATS.

4. The Parent Coordinator reaches out to parents and has weekly meetings 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.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: <u>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		11/15/13
Stella Kalogridis	Assistant Principal		11/15/13
Amelia Joseph	Parent Coordinator		11/15/13
Robin Hoffman	ESL Teacher		11/15/13
Maria Saltas	Parent		11/15/13
Rosalie Kenny	Teacher/Subject Area		11/15/13
Karen Abramowitz	Teacher/Subject Area		11/15/13
	Coach		11/15/13
	Coach		11/15/13
Sharon Morganstern	Guidance Counselor		11/15/13
Jean McKeon	Network Leader		11/15/13
Yiwen He	Other <u>ESL Teacher</u>		11/15/13
	Other		11/15/13
	Other		11/15/13
	Other		11/15/13

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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 & Interpretation Unit provides translation and interpretation services for daily correspondence. The following activities during the school year 2013-2014 need written translation in Spanish, Chinese, Arabic, and Bengali.

- 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 located in the Parent Coordinators room as well as the main office for all to see.

With planning and scheduling translation services accepts request forms for translations and completes the translations within 10 days of receipt of the document.

Google translate is used for email communication. Emails are translated to Arabic, Bengali, Chinese, and Spanish when necessary.

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, an outside contractor. Interpretation will be provided for the following events:

- 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.
- 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 kept in the main office as well as in the Parent Coordinator's room for review if needed.

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		